



# GOVERNMENT COLLEGE KASARAGOD

VIDYANAGAR, KASARAGOD, KERALA, 671123

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NAAC 3RD CYCLE ACCREDITATION

## CONSTITUTIONAL VALUES



# GOVERNMENT COLLEGE KASARAGOD

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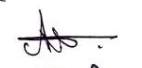
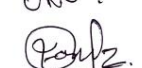
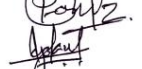
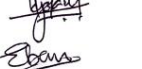


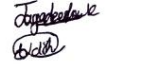

## MINUTES COLLEGE UNION

(6) and student representatives  
Keehin Committee meeting held on 19.10.22  
3.15 pm at Principals Chamber,

### Agenda

- Complaints received from students.
- Scrutiny of nominations.
- Appointing Guest teachers for election duty.
- Measures to be taken for the smooth  
conduct of Union election.

### Attendence

1. Dr. Rima. m
2. Dr Sujatha Dr.V (R.O) 
3. Ananthapadmanabha A. 
4. Akhil Raj - T 
5. Abdul Fathim. m. s 
6. GOKUL ARTUN U 
7. Ummeeban 
8. Ibada Ashraf 
9. Jagadeesha. K 
10. Uditth Raj N 
11. Anusaj M. 



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**AJAY KRISHNAN K**  
CHAIRMAN



**SREESHMA V**  
CHAIRPERSON



**AYSHATH  
MAHASHOOMA**  
GENERAL SECRETARY



**SUJANYA B M**  
JOINT SECRETARY



**SNIGDHA T P**  
FINE ARTS SECRETARY



**AJITH C ANDREWS**  
STUDENT EDITOR



**ANURAG K**  
GENERAL CAPTAIN



**ANURAJ M**  
UUC



**AKHIL RAJ T**  
UUC












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(1)  
Election Committee meeting held on 18.10.22  
at Principal's Chamber, 11.00 am.

Members Present

1. Dr. Ruma. M
2. Dr. Sujatha A.V. 
3. Surveen Kumar 
4. Anoopkumar. M 
5. Radhakrishna N Bellur 
6. Girish Vishnu Nambodiri 
7. Akhila. P 
8. Ananthapadmanabha AL 
9. Sujatha. S 
10. Abdin I Ismail 

Decisions taken

1. To conduct College Union Election 2022-23  
by strictly following Lyngdoh Committee  
recommendations and also by following  
the regulations of Director of Student  
Services, Kannur University dtd 15.10.2022  
(No. OSS/AI/115/CUE/2022).



  
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## College Union Election process



  
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**(Abstract)**

B.A/B.Com/BBA Degree Programmes ( CBCSS -OBE) - Under Private Registration (2020 ) - Scheme, Syllabus and Model Question Papers of Common Course in English - Implemented - Orders Issued.

**ACADEMIC C SECTION**

Acad/C5/1912/2019

Dated: 30.10.2021

- Read:-1. Minutes of the meeting of Syndicate held on 21.12.2020 vide item No. 2020.605  
2. Minutes of the meeting of CRLP held on 27.01.2021  
3. Minutes of the meeting held on 15.02.2021  
4. Minutes of the meeting of Expert Committee and CRLP members held on 03.03.2021  
5. Minutes of the meeting of Expert Committee and CRLP members held on 12.03.2021 and 23.03.2021  
6. U. O No. Acad C5/1912/2019 dated 31.05.2021  
7. This office letter of even no. dated 05.08.2021  
8. E-mail from the former Chairperson of BoS, English (UG) forwarding the Scheme, Syllabus, Model Question Papers of the Additional Common Course in English for Private Registration programmes

**ORDER**

1. As per paper read (1) above, the meeting of the Syndicate, vide item No. 2020.605 resolved to apply the Regular Scheme & Syllabus for the UG, PG Programmes under Private Registration also.
2. As per recommendation in the paper read (2) above, meeting of the Director, SDE, with former Chairpersons of the Boards of Studies (both UG & PG) and also the Heads of the Departments [of the subjects in which UG, PG Programmes are offered under Private Registration], was convened on 15.02.2021 and a five member Committee was constituted to assist the Standing Committee on CRLP for the preparation of Syllabus as per paper read (3).
3. Considering that the Board of Studies was not in existence at that time, it was resolved vide item No.(vi) of the Minutes concerned, to entrust the matter of preparation of the Syllabus of UG and PG Programmes under Private Registration (except that of additional common courses) with the former Chairpersons of the respective subjects, incorporating all approved recommendations regarding Elective Papers, Internal assessment, Project Evaluation etc. as per paper read (4) and also in tune with the Regulations for UG Programmes under Private Registration.
4. Subsequently, the meeting of the Expert Committee and members of the CRLP finalized the Elective Papers, mode of Internal assessment and Project valuation of the UG and PG Programmes under Private Registration as per paper read (5) and Regulations for UG Programmes (CBCSS-OBE\*) under Private Registration (2020) was implemented as per paper read (6) above.
5. Subsequently, the former Chairperson of the Board of Studies in English (PG), was entrusted to prepare the draft Syllabus of the Common Courses in English to be



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- offered for UG Programmes under Private Registration also, as per paper read (7) above.
6. Accordingly, the former Chairperson, Board of Studies in English (PG), who was entrusted with the preparation of the Syllabus as per paper read(4), submitted the draft Scheme, Syllabus and Model Question papers of Common Course in English for B.A/B.Com/BBA Programme CBCSS-OBE under Private Registration (2020), prepared in tune with the Regulation UG Programmes under Private Registration (2020), as per paper read (8), for approval.
  7. The Vice Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of the Kannur University Act 1996, has accorded sanction to implement the Scheme, Syllabus and Model Question papers of **Common Course in English for B.A/B.Com/B.B.A Programme (CBCSS-OBE) under Private Registration (2020)**, subject to reporting to the Academic Council.
  8. The Implemented Scheme, Syllabus and Model Question Papers of Common Course in English for B.A/B.Com/B.B.A Programme (CBCSS-OBE ) under Private Registration (2020) are appended and uploaded on the University web site. ( [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.



\* Outcome Based Education


Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Director, School of Distance Education

- Copy To: 1. Examination Branch ( Through PA to CE )  
2. PS to VC/PA to PVC/R/ AR(SDE)  
3. DR/AR I (Acad)  
4. Web Manager (To upload in website)  
5. SF /DF/FC

Forwarded / By Order

  
SECTION OFFICER



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## KANNUR UNIVERSITY

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

### SYLLABUS FOR COMMON COURSES IN ENGLISH FOR BA/Bcom/BBA/B.A.Afzal-Ul-Ulama PROGRAMMES

#### CHOICE BASED CREDIT AND SEMESTER SYSTEM



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## PRIVATE REGISTRATION 2020 Admission

**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.

**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.



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- 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.



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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.



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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.



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

**BA COMMON ENGLISH COURSES**

**CREDIT DISTRIBUTION STATEMENT**

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

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



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

**EVALUATION**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	80 %	40
INTERNAL	20%	10*

**INTERNAL ASSESSMENT**

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

Mode of Assessment	Covered Modules	Maximum Marks
End Semester Examination	1,3	40
Continuous Evaluation (Speaking) Assignment based on this module to be Submitted to University. Assignment topic can be chosen from this area by the candidate and additional reference material can be used.	2 (Speaking Skills)	5
Continuous Evaluation(Listening) Assignment based on this module to be Submitted to University. Assignment topic can be chosen from this area by the candidate and additional reference material can be used.	2 (Listening Skills)	5



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### 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

Mode of Assessment	Weightage	Marks
End Semester Examination	80%	40
Continuous Evaluation- Assignment based on any relevant topic related to the prescribed area to be submitted to university	10%	5
Continuous Evaluation- Assignment based on CO's: Regional Histories, Oral Narratives, Ecological Issues, Issues Related to Casteism and Secularism, Gender Issues, Institutional Histories, Family Histories.	10%	5



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

**B.COM/BBA COMMON ENGLISH COURSES**


**CREDIT DISTRIBUTION STATEMENT**

Semester	Course Code	Course Title	Credits	Marks		
				CE	ESE	TOTAL
<b>I</b>	1A01 ENG	Communicative English	4	10	40	50
	1A02 ENG	Readings on Kerala	3	10	40	50
<b>TOTAL</b>			<b>7</b>	<b>20</b>	<b>80</b>	<b>100</b>
<b>II</b>	2A03 ENG	Readings on Life and Nature	4	10	40	50
	2A04 ENG	Readings on Gender	3	10	40	50
<b>TOTAL</b>			<b>7</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**



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

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

**CREDIT DISTRIBUTION STATEMENT**

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



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### Course Outcomes and Content Specifications for Common Courses

#### COMMON COURSE I Communicative English

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
1A01 ENG	Communicative English	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



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### **Module 1 (Grammar and Usage)**

#### **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)**

#### **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)**

#### **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**  
**BA/ Afzal-UI-Ulama**  
**Programme Examination**  
**1A01 ENG Communicative English**  
(Common Courses in English)



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**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



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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.



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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?'

(5 x 1=5)

**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)



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**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:**

Meeragave Nadira 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:**



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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)



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**B.COM/BBA/ Afzal-Ul-Ulama**  
**Programme Examination**  
**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)



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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	CREDIT	EXAMHRS
1A02 ENG/ 2A02 ENG	Readings on Kerala	3	3



  
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### 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

- |  |                                  |
|--|----------------------------------|
| 1. “Conversation”                                | :SreeNarayana Guru               |
| 2. “Curing Caste”                                | :SahodaranAyyappan               |
| 3. Excerpts from “Eri”                           | : PradeepanPambinikkunnu         |
| 4. Excerpts from <i>Kelu</i>                     | : N. Sasidharan, E.P.Rajagopalan |
| 5. Excerpts from “Parting from the Path of Life” | : CherukadGovindaPisharodi       |

#### Module 2

- |                               |                    |
|-------------------------------|--------------------|
| 1. “Not an Alphabet in Sight” | : PoykayilAppachan |
| 2. “KuttippuramPalam”         | : Idasseri         |
| 3. “Courageous Act”           | : AnasuyaMenon     |
| 4. “Vaikom Satyagraha”        | : K. N.Panikkar    |



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5. "The Voice"

: Suresh Menon

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

Model Question Paper  
**Kannur University**  
B.COM/BBA/Afzal-Ul-Ulama  
Programme Examination

**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."



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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)**



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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	CREDIT	EXAM HRS
2A03 ENG/ 3A03 ENG	Readings on Life and Nature	4	3



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### 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.

### **English Common Course (ECC)- 2A03 ENG Readings on Life and Nature**

Name of the Course	Readings on Life and Nature
Course Code	2A03 ENG
Semester Assigned	2
Number of Credits	4
Prescribed Textbook	<i>Nature Matters</i> by MainSpring Publishers



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## Contents

### Module – I

1. Environmental Studies: Definition, Scope and Importance
2. Concept of an Ecosystem
3. The Fish – Elizabeth Bishop
4. Trophic Cascade – Camille T. Dungy
5. The Rightful Inheritors of the Earth – Vaikom Muhammad Basheer

### Module – II

1. Biodiversity
2. Disaster Management: Floods, Earthquakes, Cyclones, Landslides
3. Real Estate - Sebastian
4. The Truth about the Floods – Nissim Ezekiel
5. Matsyagandhi – Sajitha Madathil

### Module – III

1. Role of an Individual in Prevention of Pollution
2. Environmental Values
3. The End of Living - The Beginning of Survival – Chief of Seattle
4. Going Local – Helena Norberg-Hodge

### Pattern of Assessment

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1,2,3	40
Continuous Evaluation- Assignment	1,2,3	5
Continuous Evaluation- Assignment	Assignments based on CO'- Global/Local Environmental Issues- Major Movements and their Impacts- Pollution- Important Personalities-	5



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### Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200-250 words) out of two from Module-1

(Marks -1x8=8)

2. One essay (200-250 words) out of two from Module- 2

(Marks -1x8=8)

3. Four out of six paragraph questions(80-100words) from all Modules

(Marks -4x4=16)

4. Eight out of twelve short answer questions from all Modules

(Marks -8x1=8)

### Model Question Paper

Kannur University

English Common Course

2A03 ENG - Readings on Life and Nature

Time: Three Hours

Maximum Marks: 40

**A. Write an essay (200-250 words) on any one of the following:**

1. Attempt a critical appreciation of the poem “The Fish” by Elizabeth Bishop.
2. The story “The Rightful Inheritors of the Earth” presents two different perspectives or attitudes regarding birds and animals on the farm. How does the narrator’s perspective differ from that of his wife? Which according to you is the better attitude? Give reasons for your answer?

(Marks -1x8=8)

**B. Write an essay (200-250 words) on any one of the following:**

3. The poem “Real Estate” discusses the harmful effects of development without a thought to nature, men who seek to turn a profit at the cost of the environment. Comment on the attitude of man that seeks ownership over nature and its harmful consequences.



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4. The theme of the play “Matsyagandhi.”

(Marks -1x8=8)

**C. Answer any four of the following in a paragraph each (80-100 words)**

5. What is the scope of environmental studies?
6. Comment on the significance of the title “Trophic Cascade.”
7. What are the advantages of natural forests?
8. How do the villagers in the poem “The Truth about the Floods” react to the flood?
9. Suggest ways to reduce the use of fossil fuels.
10. What are the two world views on environment reflected in the speech of the Chief of Seattle?

(Marks -4x4=16)

**D. Answer any eight of the following in two or three sentences:**

11. What are biotic components?
12. What does the poet see in the eyes of the fish?
13. What were reintroduced at Yellowstone National Park? Why?
14. In the story “The Rightful Inheritors of the Earth” how does the family tackle the problem of rats?
15. What are cyclones?
16. Who is being addressed in the last stanza of the poem “Real Estate?”
17. In the poem “The Truth about the Floods” why did the students actually visit the village?
18. Define localisation.
19. Define environmental values.
20. What does the Chief of Seattle want the white man to teach his children?
21. What is the legend presented in the story *Chemmeen*?
22. What is waste segregation? Give examples.

(Marks 8x1= 8)



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**COMMON COURSE 4. Readings on Gender**

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
2A04 ENG/ 4A04 ENG	<b>Readings on Gender</b>	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.

**English Common Course (ECC)- 2A04 ENG Readings on Gender**

Name of the Course	Readings on Gender
Course Code	2A04 ENG
Semester Assigned	2



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Number of Credits	3
Prescribed Textbook	<i>Plural Perspectives</i> by Macmillan Publishers

### Contents

#### Module – I (2 hours/week)

1. “An Introduction”- Kamala Das (Poem)
2. “Kitchen Rags”- Vijila Chirappadu (Poem)
3. “Dakshayani Velayudhan: A Life Sketch”- Meera Velayudhan (Biography)
4. “Learning to be a Mother”- Shashi Deshpande (Essay)
5. “Is this Desirable”- Lalithambika Antharjanam (Story)

#### Module – II (2 hours/week)

1. “Still I rise”- Maya Angelou (Poem)
2. “I am not that Woman”- Kishwar Naheed (Poem)
3. “Structural Violence and the Trans Struggle for Dignity”- Gee Inaan Semmalar (Essay)
4. “Gender Justice and Media”- Ammu Joseph
5. “Clothing Matters: Visiting the *Melmundusamaram* in Keralam”- K M Sheeba

### Pattern of Assessment

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1,2	40
Continuous Evaluation- Assignment	1,2	5



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Continuous Evaluation- Assignment	Assignments based on CO's- Issues Related to Women/Sexual Minorities- Gender and Media- Gender in Humour- Film/Book/Serial Reviews-	5
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### Pattern of Question Paper

Time – 3 Hours

Maximum Marks --- 40

1. One essay (200-250 words) out of two from Module-1

(Marks -1x8=8)

2. One essay (200-250 words) out of two from Module- 2

(Marks -1x8=8)

3. Four out of six paragraph questions(80-100words) from both Modules

(Marks -4x4=16)

4. Eight out of twelve short answer questions from both Modules

(Marks -8x1=8)

### Model Question Paper

Kannur University

English Common Course

2A04 ENG - Readings on Gender



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Time: Three Hours

Maximum Marks: 40

**A. Write an essay (200-250 words) on any one of the following:**

1. Gender is constructed through carefully crafted binaries and cultural stereotyping. Explain with reference to the poem “An Introduction.”
2. Discuss the stereotypical image of a perfect mother as portrayed in movies.

(Marks -1x8=8)

**B. Write an essay (200-250 words) on any one of the following:**

3. To the downtrodden and oppressed people mainstream history will appear as a pack of bitter and twisted lies. Discuss in connection with the poem “Still I rise.”
4. The machinations of power are clearly visible when we look at the kinds of structural violence unleashed at the trans people. Discuss.

(Marks -1x8=8)

**C. Answer any four of the following in a paragraph each (80-100 words)**


5. Describe the gradual transformation of kitchen rags?
6. What does Dakshayani Velayudhan mean when **she** says that the Constituent Assembly should have gone beyond framing a **Constitution**?
7. Comment on the title “Is this Desirable?”
8. Explain the lines-“Not knowing- That I can walk on water- When I am drowning.”
9. In what ways do clothing signify social locations?
10. Representation of women in media.

(Marks -4x4=16)

**D. Answer any eight of the following in two or three sentences:**

11. What is wrong with sitting on walls and peeping through lace-draped windows?
12. “Not a hum these days.” Explain
13. To which parties did Dakshayani Velayudhan and her husband R. Velayudhan belong to?
14. What did Shashi Deshpande realize about a mother when she was as a child?
15. What is Bernard Shaw’s opinion about parenthood?
16. What do “shoulders falling like teardrops” signify?
17. What does the phrase “huts of history’s shame” represent?
18. What does the speaker imply when she says “That a nation of captive minds/ Cannot be free”?
19. What does the refrain “I am not that woman” signify?
20. Why do families disown trans people?
21. What was the judgment /rule made by the Supreme Court on April 15, 2014?
22. What was the content of the Royal Proclamation of 1834?



  
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(Marks 8x1= 8)

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

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
3A05 ENG	<b>Readings on Democracy and Secularism</b>	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.



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# Kannur University

## BA/BScEnglish Common Courses

Curriculum, Syllabus and Scheme for

3A05ENG:Readings on Democracy and Secularism

### Course Details

Course Code: 3A05ENG

Title of the Course: Readings on Democracy and Secularism

Semester Assigned: 3

No. of Credits: 4

Total No. of contact hours: 90

### Core Text:

1. Muraleedharan, K C, ed.*Discoursing Diversities: Readings on Democracy and Secularism*.Trivandrum: Infogate Publishers Pvt. Ltd., 2020.

### Content Specifications

Module I (2 hours)

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Introduction: Preamble and the Statement of Fundamental Rights in the Constitution of India

1. "Ambedkar's Concluding Speech in the Constituent Assembly": Dr. B R Ambedkar
2. "The Humiliation of a Brown Child in a European School": Kamala Das
3. "The Story of a Dalit Woman's Education and Job": Kumud Pawde
4. "The Election": Sitakant Mahapatra
5. "Postcard from Kashmir": Agha Shahid Ali

#### Module II (2 hours)

6. "Indian Constitution for Millennials": Gopinath Ravindran
7. "The Rich Will Make Temples for Siva": Basavanna
8. "Centre State Relations: Union Government, Not Central Government": Nani A. Palkhivala
9. "Nehru and Science in the age of Corona Virus": Santosh Paul and Dr. Harsh Hegde
10. "Democracy": Langston Hughes

#### Module III (1 hour)

11. "Blackout": Roger Mais



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12. “Africa”

: Maya Angelou

13. “A Hindu Princess and Her  
Islamic Dynasty”

: Kottarathil Sankunny

**Guidelines for Evaluation (3B05ENG)**

**Internal Evaluation: (Total Marks= 10)**

**1. Assignment = 5 Marks**

**2. Assignment = 5 Marks**

**End Semester Examination (Total Marks - 40)**

**Pattern of Question Paper**

**Time – 3 Hours    Maximum Marks - 40**

1. One essay (250 words) out of two from Module- 1(Marks -1x8=8)
2. One essay (250 words) out of two from Modules2 or 3(Marks -1x8=8)
3. Four out of six questions(100words) from all Modules    (Marks -4x4=16)
4. Eight short answer questions out of ten from all Modules    (Marks -8x1=8)

**Model Question Paper**



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## Kannur University

### Model Question Paper

#### BA/Bsc English Common Courses

Course Code: 3A05ENG Course Name: Readings on **Democracy** and **Secularism**

Time: 3 hours Maximum Marks: 40

I. Write an essay in 250 words on one of the following: (1x8= 8 marks)

1. The main issues addressed in Ambedkar's final speech in the Constituent Assembly.
2. Write an appreciation of the poem "The Election."

II. Write an essay in 250 words on one of the following: (1x8=8 marks)

3. What are the various aspects of Indian Constitution discussed in Gopinath Ravindran's essay "Indian Constitution for Millennials."
4. Discuss Nehru's views on science and nation building.

III. Answer four of the following in about 100 words: (4x4= 16 marks)

5. Kumud Pawde as a victim of caste as well as gender.
6. How is Kashmir represented in the poem "Postcard from Kashmir?"
7. The idea of "democracy" in the poem by Langston Hughes.
8. The picture of 'centre' and 'states' in Nani Palkhivala's speech.
9. The main theme of the story "Blackout."
10. 'Africa as a woman' in Maya Angelou's poem.

IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)

11. Who was Mr. Ross? Describe him.
12. How did Kamala respond to the torture by the white children?



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13. How did Kumud Pawde respond to the discouragers?
14. What is Emerson's idea of justice in operation?
15. What is the binary /opposition on which Basavanna's poem is conceived?
16. Explain the line "I cannot live on tomorrow's bread."
17. Define the term 'republic.'
18. What do you make of the phrase 'the lord of the meeting rivers' in Basavanna's poem?
19. What are portrayed as Africa's tears in Maya Angelou's poem?
20. Who was Ali Moosa? What title was given to him?

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

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
4A06 ENG	<b>Readings on Philosophy of Knowledge</b>	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.

Name of the Course	Readings on Philosophy of Knowledge
Course Code	4A06ENG
Semester Assigned	4



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Number of Credits	4
Contact Hours per Week	5
Total Contact Hours	90
Prescribed Textbook	

### **Content Specifications**

#### **Module 1-(2Hrs/Week)**

1. E.V.Lucas, "The School for Sympathy"
2. Bibhas Sen, "Zero-Sum Game"
3. David W. Orr, "Liberal Arts and the Campus"
4. Paulo Freire, "The Banking Concept of Education"

#### **Additional Reading:**

1. Dhaval Mehta, "Beach Vacation"
2. M.T. Vasudevan Nair, "Kazcha."

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

1. Kedarnath Singh, "Benaras"
2. Saadat Hasan Manto, "Toba Tek Singh"
3. A.K. Ramanujan, "Three Hundred Rāmāyaṇas." [1<sup>st</sup> 3 pages]
4. Sudhir Kakar and Katharina Kakar: "Indian Culture and Authority" (Excerpts from *The Indians: A Portrait of a People*)



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**Additional Reading:**

1. O.V.Vijayan, "The Legend" [Short Story]
2. "Thottamon Pottan" [Excerpts from Trans: K.M. Tharakan]

**Module 3-(1Hr/Week)**

1. Bell Hooks: "Confronting Class in the Classroom" (Excerpts)
2. Kallen Pokkudan: "Dalits and the Mangrove Forest Region"

**Additional Reading:**

1. Gopal Honnalgere, "How to Tame a Pair of New Chappals."
2. Madhavan Purachery, "Panting" (Trans. B. Chandrika)

**Pattern of Assessment**

Mode of Assessment	Covered Modules	Marks
End Semester Examination	1 , 2 , 3	40
Continuous Evaluation-Assignments	1 , 2 , 3	5
Continuous Evaluation	Assignments based on <b>Course Outcomes</b> and <b>Additional Reading materials</b>	5



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#### Pattern of Question Paper

Time-3 Hours, Maximum Marks ---40

1. **One** essay (200-250 words) **out of two** from Module-1 (Marks -1x8=8)
2. **One** essay (200-250 words) **out of two** from Module-2 or 3 (Marks-1x8=8)
3. **Four** paragraph questions **out of six** (80-100 words) from all Modules (Marks -4x4=16)
4. Eight short answer questions **out of ten** (2 or 3 sentences each) from all Modules (Marks-8x1=8)

#### Model Question Paper

Kannur University Model Question Paper BA/Bsc English Common Courses

Course Code: 4A06 ENG

Course Name: Readings on Philosophy of Knowledge



Name and Signature of the Principal  
**Dr. Ananthapadmanabha A.L**

**PRINCIPAL**  
**GOVERNMENT COLLEGE**  
**KASARAGOD**

Time: 3 hours

Maximum Marks: 40

**I. Write an essay in 250 words on one of the following: (1x8=8 marks)**

1. The theme of the story "The School for Sympathy" is empathy, not sympathy: Discuss.
2. Significance of Paulo Freire's criticism of pedagogical practices.

**II. Write an essay in 250 words on one of the following: (1x8=8 marks)**

3. What are the significant issues raised by the rebellious act of Bishan Singh?
4. Class boundaries and conflicts in classrooms according to Bell Hooks.

**III. Answer four of the following in about 100 words: (4x4=16 marks)**

5. Write a note on the theme of Kedarnath Singh's poem "Benaras."
6. Comment on the title and theme of "Zero-Sum Game".
7. Describe what David W. Orr means by the 'fatal disconnection of subjects.'
8. Discuss the six basic nursery sounds and their significance.
9. The Indian's relative position in the hierarchy of the family.
10. Discuss the dalit people's relationship with nature and mangrove forests in the context of Pokkudan's life.

**IV. Answer eight of the following in not more than two sentences: (8x1=8 marks)**

11. Write a note on the narrator of "The School for Sympathy."
12. Explain the term 'liberal arts'.
13. What does one understand from the existence of 'three hundred Ramayanas'?
14. What makes an Indian a formidable negotiator?
15. Why did Bell Hooks go for a university degree?
16. Explain the image in the concluding lines of "Benaras."
17. What is the setting of Manto's short story?
18. How was Miss Beam's school different?
19. How do mangrove forests play a significant role in human life?
20. Mention a Ramayana that is not very popular.

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