

**(Abstract)**

B.A. Functional English Programme Under CBCSS (OBE) in affiliated Colleges w.e.f 2019 admission - Modifications in the Scheme, Syllabus (4th and 5th semesters) and Model Question Papers -Implemented - Orders issued.

---

**ACADEMIC C SECTION**

Acad.C3/12420/2019

Dated: 08.12.2021

- Read:-1. University Order No:Acad C3/12420/2019 dated 20/06/2019  
2.UO Note No EXC1/3/UG-CBCSS(OBE)/MISCELLANEOUS/2019 dated 15.11.2021 from the Examination Branch (EX C1)  
3. Letter .No. Acad C3/12420/2019 dated 19/11/2021 to Smt N M Waheeda, Chairperson, Board of Studies in Functional English (Cd)  
4. Minutes of the meeting of Board of Studies in Functional English (UG) held on 24/11/2021

**ORDER**

1. The Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective & Generic Elective Courses of BA Functional English Programme under Choice Based Credit and Semester System (OBE) was implemented in affiliated colleges w.e.f 2019 admissions as per paper read (1) above.

2. Meanwhile,as per paper read (2) above, the Examination Branch pointed out certain discrepancies in the Pattern of Question paper and the Model Question paper of the Generic Elective Course -5D04FNG: English for Competitive Examinations.

3. Subsequently, the Chairperson, Board of Studies in Functional English (Cd) was requested to correct the discrepancy pointed out in the Pattern of Question paper and the Model Question paper of the Generic Elective Course 5D04FNG- English for Competitive Examinations, as per paper read (3).

4. The following recommendations were made by the meeting of the Board of Studies in Functional English (Cd), held online on 24.11.2021, with regard to the Scheme, Syllabus (4th and 5th Semesters) and Model Question Papers of BA Functional English Programme under CBCSS(OBE), for implementation in affiliated colleges w.e.f 2019 admissions.

(i) To modify the Evaluation Part of the Core Course VI 4B06FNG : Oral Communication Practice w.e.f 2019 admission as follows:

Component 1- End Semester Evaluation (written) conducted by the University for 20 marks (2Hours).

Component 2 - End Semester Evaluation (Assessment through Viva Voce) for 20 marks conducted by the Parent Department.

Component 3 - Continuous Evaluation - Internal assessment 10 marks (Test Paper = 5 marks and seminar/Assignment = 5 marks)

The student should obtain a minimum of 40% marks of aggregate and 40% separately for ESE for a pass minimum in the Core Course VI 4B06FNG : Oral Communication Practice.

The marks of Component 1 and Component 2 are to be tabulated together (ie, 20+20= 40 marks) as ESE (End Semester Evaluation) and Component 3 as CE (Continuous Evaluation) 10 marks.

Provisions should be made in the Examination website to upload separate marks for Component 2 and 3 out of 20 marks and 10 marks respectively.

Also the Components 1 and 2 are to be considered mandatory for Regular and Supplementary examinations.

Audio and Video records of activities be kept along with the record book in the Core Course VI 4B06FNG : Oral Communication Practice.

(ii) To include the book entitled "The Humanities: Methodology and Perspectives" written by Abhijit Kundu, Pramod K Nayar & Shewta in the list of Books for study in the Core Course XI 5B11FNG: Methodology of Language & Literature.

(iii) Corrected the discrepancy between the Question Paper pattern and the Model Question paper of Generic Elective Course 5D04FNG: English for Competitive Examinations.

(iv) Corrected the Work and Credit Distribution Statement by changing (a) Core Course VI- Introduction to Literature II to Core Course V - Introduction to English Literature II and (b) Core Course V - Oral Communication practice to Core Course VI - Oral Communication practice.

5. 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 Kannur University Act 1996, approved the recommendations of the Board of Studies in Functional English (Cd) and accorded sanction to modify the Scheme, Syllabus (4th and 5th Semesters) and Model Question Papers of B.A. Functional English Programme under CBCSS(OBE) in Affiliated Colleges implemented with effect from 2019 Admission, incorporating the recommendations of the Board of Studies in Functional English (Cd), as detailed in para (4) above, subject to reporting to the Academic Council.

6. The UO read (1) above stands modified to this extent.

7. The modifications of the Scheme, Syllabus (4th and 5th Semesters) and Model Question Papers of B. A Functional English Programme under CBCSS-OBE w.e.f 2019 Admission are appended and uploaded in the University web site ([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.

Sd/-

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

To: The Principals of Colleges offering B.A. Functional English Programme CBCSS-OBE w.e.f. 2019

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



Forwarded / By Order

  
SECTION OFFICER

8

## **CORE COURSE VI: ORAL COMMUNICATION PRACTICE**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
<b>IV</b>	<b>4B06FNG</b>	<b>5</b>	<b>4</b>	<b>2</b>

### **COURSE OUTCOME**

**CO1:** Develop confidence to respond in English in situations where English is important

**CO2:** Develop listening and comprehension skills in the English language.

**CO3:** Acquire speech skills necessary for confident and intelligent participation in Group Discussions and extempore speeches

**CO4:** Learn skills related to teamwork and take up team leader roles in society as well as in future workplaces.

#### **Unit I: Listening**

Introduction, definitions of listening, listening vs. hearing, process of listening, strategies of listening, problems students face in listening, barriers to listening, activities that help to become better listeners

#### **Unit II: Reading**

Introduction, The reading process ,reading and meaning ,methods to improve reading, strengthening your vocabulary, understanding graphics, visual aids previewing, reading in thought groups, Barriers to reading, skills for speed reading, sub- skills of reading, skimming, scanning, extensive reading, intensive reading.

#### **Unit III: Oral Practice**

**Speech skills for special purposes**

**Specific activities:**

##### **1. Seminar:**

a) **Pair Presentation:** Two students can team up and make a presentation (minimum 10 minutes) Focus to be on the verbal communication achieved by the pair (Power point presentation to be minimal and only if necessary)

**b) Question answer sessions and peer feedback after each seminar presentation. (Duration minimum 5 minutes)**

## **2. Read Aloud Sessions**

a) Mock TV News Reading

b) Recitation of a poem/ reading aloud a story or article (with gestures and facial expressions)

### **Record Book**

The seminar paper, the poem recited, the story read, the mock news reading done etc. to be included with peer feedback on the activity by each student. Soft copies (audio and video records) of the activities may also be kept along with the written record.

## **Unit IV: Speech Skills for Special Purposes**

### **Specific activities:**

#### **1. Seminar :**

a) Single presentation by each student ( duration 5 minutes)

b) Question Answer sessions and feedback from peers after each presentation (duration – minimum 5 minutes )

2. Delivery of a formal, prepared speech by each student (duration 5 minutes)

**Record Book: The seminar paper, the speech and peer feedback to be included. Soft copies (audio and video records) of the activities may also be kept along with the written record.**

Further suggestions for classroom practice:

❖ Everyday news items could be brought to class in the form of skits to be planned and prepared by students in groups- to be done by each group- at least once skit per month.

❖ Cartoon strips and comic strips may be used to help create a communicative situation in the classroom

❖ Films and the TV can be used to facilitate active listening with comprehension to expose the students to the major varieties of the English language

❖ Mock press conference (mock interview with one student as a famous personality, being interviewed by the whole class as members of the press)

❖ Peer group teaching (Literature prescribed for common or core to be used for the purpose)



The following list is suggested for the specific purpose of speech skills practice (Due to the time factor it is better to familiarize the students with the same plays prescribed for the core paper on theatre)

- ❖ A set of one act plays, either old or new (relevant in content & dialogue) for the specific task of scene- wise performance in groups
- ❖ Chosen scenes from Shakespeare & other popular playwrights to be adapted and edited in order to perform without losing its sense & background
- ❖ At least one prominent English newspaper, every day.
- ❖ English periodicals- 1 per week- preferably different ones every month- for exposure to variety

General Reading:

1. Books on group discussions on universally relevant topics and topical issues
2. Relevant books on speech skills practice
3. Online newspaper journals etc.
4. Famous speeches, autobiographies, travelogues etc.

### **Books for Reference**

1. Rama Krishna Rao, A. *Enjoying Everyday English*. Sangam Books, 2009.
2. Sasikumar, V. and P V Dhamija. *Spoken English: A Self-learning Guide to Conversation Practice*. Tata McGraw Hill , 1993.
3. Kane , T S. *The Oxford Guide to Reading* . OUP,
4. Freeman , S. *Study Strategies in English*. OUP, 1979.
5. Suresh Kumar, E. et. al *Communication Skills and Soft Skills: An Integrated Approach*. Pearson

### **Evaluation:**

**Component 1- End Semester Evaluation (written) conducted by the University for 20 marks (2 hours)**

**Component 2 – End Semester Evaluation (assessment through viva voce for 20 marks conducted by the parent department.**

- 1. Self- introduction & general questions = 5 Marks**
- 2. Verbal (Dramatic) performance (duration 2 minutes) =5Marks**
- 3. Formal Speech (minimum 2 minutes) = 5marks**
- 4. Verification of records =5 Marks**

**Total = 20 marks**

**Component 3 – Continuous Evaluation(CE) Internal assessment =10 marks (test paper = 5 marks and Seminar/ Assignment = 5 marks )**

**A student should get minimum of 40% of marks of aggregate and 40% separately for ESE for pass minimum in the course.**

**The written exam (Component 1) and Viva Voce (Component 2) shall be mandatory for both regular and supplementary examination.**

### **Marks including choice:**

Unit	I	II	III	IV
Marks	10	10	5	5

### **About the Pattern of Questions:**

**Part A - Short answer (6 questions x Mark 1 each= 6)**

- **Answer all questions (6 questions x Mark 1 each = 6)**

**Part B - Short Essay (6 questions x Marks 2 each =12)**

- **Answer any 4 questions (4 questions x Marks 2 each=8)**

**Part C - Essay (2 questions x Marks 6 each =12)**

- **Answer any 1 question (1 question x Marks 6 each=6)**

- **Total marks including choice -30**
- **Maximum marks of the course- 20**

## **CORE COURSE XI: METHODOLOGY OF LANGUAGE AND LITERATURE**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>HOURS PER WEEK</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>
<b>V</b>	<b>5B11FNG</b>	<b>4</b>	<b>4</b>	<b>3</b>

### **COURSE OUTCOME**

**CO1:** Develop the ability to distinguish between humanities and other fields of study and understand the specific nature and purpose of studies in humanities.

**CO2:** Learn the nature and functions of language in human understanding, literature and culture.

**CO3:** Comprehend the role of literature in representing human reality, and understand the processes of cultural formation and cultural practices.

**CO4:** Acquire the taste, knowledge and skills for finding research problems and solutions, and learn the craft of academic writing and research.

### **Unit I: Nature of Studies in Humanities**

Humanities as a school- Distinguishing between Natural Sciences, Social Sciences and Humanities—Studying the arts and humanities—Analysis, Interpretation and Evaluation—Key Concepts in Humanities: --- New Directions: Liberal Humanism, Anti-humanism, Post-humanism, Digital Humanities.

### **Unit II: Language in Humanities**

Semiotics of Language-Language as Sign system- Language, Reality and Construction of MeaningLinguistic Constructivism - Discourse and Discourse analysis.



### **Unit III: Literature and Culture**

Reality, Representation and Narration- -Realism and Representation: Fiction, Facts, Faction and Metafiction-Narrative in Literature-Text, Context and Intertextuality-Culture and its various definitions, Cultural Practice and Culture studies.

### **Unit IV: Research, Writing and Documentation**

The purpose of research- Finding a research problem-Conceptualizing and Drafting Research Proposals- Research and Writing-Documentation-Different Style Manuals- Documentation in MLA style- authenticity and integrity in research writing- plagiarism- plagiarism checking and software.

#### **Books for Study:**

- 1.Kundu, Abhijit,P K Nayar and Shweta. *The Humanities: Methodology and Perspectives*. Pearson Education, 2009.
2. MLA Handbook, 8th Edition

#### **Books for Reference:**

1. Toolan, M. *Language in Literature*. London: Edward Arnold,1998.
2. Pope, Rob. *The English Studies Book: An Introduction to Language, Literature and Culture*, 2nd Ed. Routledge, 2005.
3. Prakasam, V. *Semiotics of Language, Literature and Culture*. Allied Publishers, 1999.

**Marks including choice:**

Unit	I	II	III	IV
Marks	15	15	15	15

**Internal Assessment: Marks: 10**

1. Two Class Tests  $2.5+2.5 = 5$  Marks
2. Assignment/Seminar/Viva: 5 Marks

**End Semester Examination: 40 Marks**

**About the Pattern of Questions:**

**Part A - Short answer** (6 questions x Mark 1 each = 6)

- **Answer all questions** (6 questions x Mark 1 each = 6)

**Part B - Short Essay** (8 questions x Marks 2 each = 16)

- **Answer any 6 questions** (6 questions x Marks 2 each = 12)

**Part C - Essay** (6 questions x Marks 3 each = 18)

- **Answer any 4 questions** (4 questions x Marks 3 each = 12)

**Part D - Long Essay** (4 questions x Marks 5 each = 20)

- **Answer any 2 questions** (2 questions x Marks 5 each = 10)
- **Total marks including choice - 60**
- **Maximum marks of the course- 40**

**GENERIC ELECTIVE COURSE IV: ENGLISH FOR COMPETITIVE  
EXAMINATIONS**

SEMESTER	COURSE CODE	HOURS PER WEEK	CREDIT	EXAM HOURS
V	5D04FNG	2	2	2

**COURSE OUTCOME**

**CO1:** detect confusing words and spellings on English.

**CO2:** Identify various vocabulary types in English

**CO3:** construct correct and meaningful sentences

**CO4:** produce coherent and cohesive paragraphs

**CO5:** Improve reading comprehension skills of the students

**Unit I:**

1. Root words, synonyms and antonyms
2. Phrasal verbs and idioms
3. One-word substitutions
4. Easily confused words, spellings
5. Correct use of articles and prepositions

**Unit II :**

1. Correction of errors in a sentence
2. Rearranging words in a sentence
3. Completion of sentence
4. Rearranging sentences for a meaningful passage

**Unit III:**

1. Reading comprehension
2. Writing short passages on a topic

**Books for Reference:**

1. Thorpe, Edgar and Showick Thorpe. *Objective English for Competitive Exams*. Pearson,
2. Bakshi, S P. *Objective General English*. Arihant
3. Wren and Martin. *High School English Grammar & Composition*.

**Marks including choice:**

Unit	I	II	III
Marks	7	7	16

**Internal Assessment: (Marks –5)**

1. Class Tests (Written): 2.5Marks
2. Assignment/Seminar/Viva: 2.5 Marks

**END SEMESTER EXAM ; 20 Marks****About the Pattern of Questions:**

**Part A - Short answer** (6 questions x Mark 1 each= 6)

- **Answer all questions** (6 questions x Mark 1 each = 6)

**Part B - Reading comprehension** (6 questions x Marks 2 each = 12)

- **Answer any 4 questions** (4 questions x Marks 2each= 8)

**Part C – Essay** (2 questions x 6 Marks each = 12)

- **Answer any 1 question** ( 1 question x Marks 6 each=6)

- **Total marks including choice -30**

- **Maximum marks of the course- 20**



## Model Question Paper

### Generic Elective Course-5D04FNG English for Competitive Examinations

Time: 2 hrs.

Total Marks: 20

#### PART A

I Answer any 6 of the following questions according to instructions provided

(Marks: x1=6)

1. Fiona is very angry \_\_\_\_\_ her boss's decision to sack several members of staff. (Fill in the blanks with suitable preposition)
2. All of the invited guests accept Anthony arrived promptly. (Correct the sentence)
3. It is ----- absurd story. (use an appropriate article)
4. Insert a suitable phrasal verb having the same meaning as the word given in the bracket  
The Fireman \_\_\_\_\_ the fire (extinguish)
5. A synonym for ridiculous is \_\_\_\_\_
6. Most of the diamonds found/ are high enough to allow/where the pressure and temperature/ on Earth were formed below/the earth's crust in the upper mantle/ diamonds to crystallize. (Re arrange the jumbled sentence)

#### PART B

II Read the passage and answer any four of the following questions (marks : 4x2=8)

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude

pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar? At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

7. In paragraph 1, why does the writer include information about the Cherokee language?
8. What does from scratch mean?
9. How was pidgin formed?
10. Why did pidgin speakers need to use circumlocution to be understood?
11. How is Creoles different from pidgin?
12. What does the phrase make-shift mean?

## PART C

**III Write an essay on any ONE of the following questions in 100 words**

**(Marks: 6x1=6)**

13. Cinema and Education
14. My favourite book

**KANNUR UNIVERSITY**

**BA/BSC/BCOM/BA FUNCTIONAL ENGLISH**

**WORK AND CREDIT DISTRIBUTION STATEMENT**

Semester	Course Title	Credits	Hours per week	Marks		
				IA	ESE	TOTAL
<b>I</b>	English Common Course-I	4	5	10	40	50
	English Common Course-II	3	4	10	40	50
	Additional Language-I	4	4	10	40	50
	Complementary Course- Journalism-I	4	6	10	40	50
	Core Course-I-Essential Grammar for Functional English	4	6	10	40	50
<b>TOTAL</b>		<b>19</b>	<b>25</b>	<b>50</b>	<b>200</b>	<b>250</b>
<b>II</b>	English Common Course-III	4	5	10	40	50
	English Common Course-IV	3	4	10	40	50
	Additional Language-II	4	4	10	40	50
	Complementary Course- Journalism-II	4	6	10	40	50
	Core Course-II-Applied Phonetics	4	6	10	40	50
<b>TOTAL</b>		<b>19</b>	<b>25</b>	<b>50</b>	<b>200</b>	<b>250</b>
<b>III</b>	English Common Course-V	4	5	10	40	50
	Additional Language-III	4	5	10	40	50
	Complementary Course-History-I	4	6	10	40	50
	Core Course III-Introduction to English Literature I	4	4	10	40	50
	Core Course-IV- Writing Skills	4	5	10	40	50
<b>TOTAL</b>		<b>20</b>	<b>25</b>	<b>50</b>	<b>200</b>	<b>250</b>
<b>IV</b>	English Common Course VI	4	5	10	40	50
	Additional Language-V	4	5	10	40	50
	Complementary Course-History-II	4	6	10	40	50
	Core Course-V- Introduction to English Literature II	4	4	10	40	50



	Core Course VI- Oral Communication Practice	4	5	10	40*(reference page 30)	50
<b>TOTAL</b>		<b>20</b>	<b>25</b>	<b>50</b>	<b>200</b>	<b>250</b>
<b>V</b>	Core Course VII- Introduction to Linguistics	4	5	10	40	50
	Core Course VIII-Introduction to Literary Theory and Criticism	4	5	10	40	50
	Core Course IX-Indian Writings in English	4	5	10	40	50
	Core Course X-Introduction to Theatre Studies	4	4	10	40	50
	Core Course XI-Methodology of Language and Literature	4	4	10	40	50
	Generic Elective Course	2	2	5	20	25
<b>TOTAL</b>		<b>22</b>	<b>25</b>	<b>55</b>	<b>220</b>	<b>275</b>
<b>VI</b>	Core Course XII - Introduction to Media Studies	5	6	10	40	50
	Core Course XIII-Translation Studies	4	5	10	40	50
	Core Course XIV-English Language Teaching	4	5	10	40	50
	Core Course XV- Film Studies	5	6	10	40	50
	Core Course XVI-Project	2	3	5	20	25
<b>TOTAL</b>		<b>20</b>	<b>25</b>	<b>45</b>	<b>180</b>	<b>225</b>

**TOTAL CREDIT (Sum of total credits of all semester): 120**

**TOTAL MARKS (Sum of total marks of all semester): 1500**



**EVALUATION**

ASSESSMENT	WEIGHTAGE
EXTERNAL	4
INTERNAL	1

**CONTINUOUS INTERNAL ASSESSMENT**

COMPONENT	WEIGHTAGE
COMPONENT1	1
TEST PAPER	
COMPONENT 2	1
ASSIGNMENT/ SEMINAR /VIVA	