

**FOUR-YEAR UNDER  
GRADUATE PROGRAMME (CU-FYUGP)  
GENERAL FOUNDATION COURSE**

**ABILITY ENHANCEMENT COURSE (AEC)**

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG2FA103(1A)</b>				
Course Title	<b>ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES</b>				
Type of Course	<b>ABILITY ENHANCEMENT COURSE (AEC)-LANGUAGES</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	This course aims to enhance communicative abilities through advanced LSRW skills. It is designed to develop learners' language proficiency by honing their abilities in effective communication, critical thinking and analysis, persuasive and creative expressions and interpersonal interaction in personal and professional settings.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO2	Enhance language learning through personal, social and professional contexts.	U	M	Assignments & Team Exercise
CO3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) #-Factual Knowledge (F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Mod ule	Un it	Content	Hrs	Mar ks
<b>I</b>	<b>Listening and Speaking: Language and Performance</b>		<b>7</b>	<b>10</b>
	1	How to speak so that people want to listen- Julian Treasure <a href="https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe">https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe</a>	1	
	2	Nobel Lecture- Kailash Satyarthi on 10 December 2014 at the Oslo City Hall, Norway. <a href="https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/">https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/</a>	2	
	3	A Love Letter To Mom- Rajasekhar Mamidana <a href="https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG">https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG</a>	2	
	4	When Love Arrives -Sarah Kay & Phil Kaye <a href="https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o">https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o</a>	2	
<b>II</b>	<b>Language in Writing and Reading</b>		<b>7</b>	<b>15</b>
	5	The Gypsy Goddess (Chapter 10 Mischief by Fire)- Meena Kandasamy	2	
	6	Total Eclipse(section3)-Anne Dillard	2	
	7	Abandoned Schoolhouse on Long Branch-Fred Chappell	1	
	8	Assembly Line - B. Traven	2	
<b>III</b>	<b>Language and Cultural Communication</b>		<b>8</b>	<b>10</b>
	9	Balyakalasakhi (chapter3) – Vaikom Muhammed Basheer	2	
	10	RE Asher interview with K. Jayakumar IAS on translating Basheer. <a href="https://youtu.be/5gC5NB4ve5o?si=hcIJflz50Xvl2QQS">https://youtu.be/5gC5NB4ve5o?si=hcIJflz50Xvl2QQS</a>	2	
	11	The Ceaseless Rain – Rafeeq Ahammed (translated by Anitha Varma)	2	
	12	Michael Jackson: The Earth Song	2	
<b>IV</b>	<b>Language and the Digital Space</b>		<b>8</b>	<b>15</b>
	13	The Effect of New Technologies on English -David Crystal <a href="https://youtu.be/qVqcoB798Is?si=sy5msfPQBxpflGLr">https://youtu.be/qVqcoB798Is?si=sy5msfPQBxpflGLr</a>	2	
	14	The Digital Personal Data Protection Act, 2023-Chapter 1 <a href="https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf">https://www.meity.gov.in/writereaddata/files/Digital%20Personal%20Data%20Protection%20Act%202023.pdf</a>	2	
	15	Cyberbullying: What It Is, The Effects It Can Have On Teens, And Signs To Watch For <a href="https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k">https://youtu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k</a>	2	
	16	Writing in Cyber Space Etiquette in Formal and Informal Contexts	2	

V	Practicum		30	
	1	<b>Module I:</b> <ol style="list-style-type: none"> <li>1. Extempore Speeches on any relevant topics given by the instructor. Peer as well as teacher evaluation of the speech.</li> <li>2. Prepare a topic and present it before an audience/ class.</li> <li>3. Listen and paraphrase talks/speeches (Instructor can give selected speeches or talks)</li> <li>4. Assignment: Listen to 2 TED talks or speeches and present your idea in class. The presentation will be peer-evaluated.</li> <li>5. List the speaking techniques presented in the video by Julian Treasure.</li> <li>6. Comprehend and critically respond to the speech by Kailash Satyarthi.</li> <li>7. Comment on the presentation style of Rajasekhar Mamidana.</li> <li>8. After listening to the poem, restructure it as a conversation/speech/story.</li> </ol>	8	
	2	<b>Module II:</b> <ol style="list-style-type: none"> <li>1. Co-writing stories (The instructor can give topics).</li> <li>2. Writing life narratives.</li> <li>3. Reading and forming multiple perspectives from given pieces.</li> <li>4. Prepare a short note on the socio-political background of “The Gypsy Goddess”.</li> <li>5. Find out similar stories and write a brief appreciation of them.</li> <li>6. Comment on your experience with nature.</li> <li>7. Write a review of the poem.</li> <li>8. Critically evaluate the narrative style of the story by B. Traven</li> </ol>	7	

3	<b>Module III:</b> <ol style="list-style-type: none"> <li>1. Apply translation as a tool of language learning. Divide the class into different groups. Provide any short text in not more than 150 words. The groups can present their translations. Peer evaluation.</li> <li>2. Identify major translated contemporary poems from Malayalam literature and prepare a write-up.</li> <li>3. Compare and contrast human and machine translation- a prose passage translated by the learner and Google translator.</li> <li>4. Collect critical essays on Basheer and share it in the class.</li> <li>5. Comment on the treatment of 'love' in <i>Balyakalasakhi</i>.</li> <li>6. How is parental affection treated in 'The Ceaseless Rain'?</li> <li>7. Organize a discussion on the survival of our planet and human intervention in the class by dividing learners in to groups and then ask them to write down major arguments evolved through the process.</li> <li>8. After listening to 'The Earth Song', find songs or poems problematising similar themes from your language.</li> <li>9. Rewrite the song and submit it as a creative assignment after listening to the performance in the class.</li> </ol>	7	
4	<b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Make short videos on cyber bullying.</li> <li>2. Find out Hashtag movements and conduct discussions on how language is used in them.</li> <li>3. Find out issues related to ethics in digital spaces and find out examples.</li> <li>4. Give a topic for social media writing and do peer evaluation.</li> <li>5. Write an article on Digital Space.</li> <li>6. Create trolls and conduct a debate on the effectiveness of trolls in the process of communication.</li> <li>7. Conduct a group discussion on Netiquette.</li> <li>8. Prepare a speech on Cyber bullying.</li> </ol>	8	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

### Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	2	3	3	1	3	3	2	3	2	3	1
CO2	3	3	2	2	3	1	2	3	3	1	-	2	-
CO3	2	2	3	1	3	-	2	2	2	1	-	1	-
CO4	3	1	3	3	2	-	2	3	3	2	-	2	-
CO5	3	3	3	1	3	2	1	3	3	2	1	2	1
CO6	3	2	2	3	2	-	3	3	3	3	2	2	1

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

### Assessment Rubrics:

Quiz/Midterm Exam

Viva

Assignments

Final Exam

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Seminar Presentation	End Semester Examinations
CO1	✓	✓	✓	✓
CO2	✓	✓		✓
CO3	✓	✓	✓	✓
CO4	✓	✓	✓	✓
CO5	✓	✓		✓

FOUR-YEAR UNDERGRADUATE  
PROGRAMME (CU-FYUGP) GENERAL  
FOUNDATION COURSE  
ABILITY ENHANCEMENT COURSE (AEC)

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG2FA103(1B)</b>				
Course Title	<b>ADVANCED ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES</b>				
Type of Course	<b>ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic communication skills in English				
Course Summary	The course is designed to enable learners of the Humanities stream to enhance their communication skills and maximize their capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				



**Course Outcomes (CO):**

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Master critical thinking skills and enhance ability to comprehend and evaluate information through reading and listening.	An	C	Comprehension/ Discussion
CO2	Develop vocabulary and explore language expressions and idioms for effective communication	U	P	Quiz/ Role Play
CO3	Enhance interpersonal and digital communication proficiency for societal intervention	U	M	Oral Presentation/ Blogging/ Vlogging
CO4	Inculcate creative ideas and expressions and present them effectively	C	M	Travel Writing/ Digital Content Creation/ Recipe Writing
CO5	Understand and practice Interview Skills, GD skills and other skills essential for employability	C	C	Role Play/ Group Discussion
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>		<b>Assertive Communication: Cultivating Self-Worth</b>	<b>7</b>	<b>15</b>
	1	Still, I Rise- Maya Angelou	2	
	2	Conversation between Gandhi and Narayana Guru (1924)	1	
	3	Born a Crime -Trevor Noah <a href="https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2">https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2</a>	2	
	4	Investigation of a Dog-Franz Kafka	2	
<b>II</b>		<b>Strategic Communication: Achieving Objectives Together</b>	<b>7</b>	<b>15</b>
	5	Burma : Excerpt from <i>World Travel: An Irreverent Guide</i> -Anthony Bourdain	2	
	6	Nehru- A J Toynbee	2	
	7	The Revolution Will Not Be Televised (1971)- Gil Scott-Heron	2	
	8	Mightier Than War-Tony Walsh	1	
<b>III</b>		<b>Perspective Matters: Navigating Diversity in Communication</b>	<b>8</b>	<b>10</b>
	9	The True Story of the Three Little Pigs- Jon Scieszka.	2	
	10	Act with Hope, Ignore the Trolls-Greta Thunberg <a href="https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE">https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE</a>	2	
	11	Bezwada Wilson in conversation with Perumal Murugan <a href="https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece">https://www.thehindu.com/society/bezwada-wilson-in-conversation-with-perumal-murugan/article22260315.ece</a>	2	
	12	The Black Ball- Ralph Ellison	2	
<b>IV</b>		<b>Interventional Communication: Strategies for Impactful Engagement</b>	<b>8</b>	<b>10</b>
	13	I am Not That Woman- Kishwar Naheed	2	
	14	The Spare Room-Jeanette Winterson	2	
	15	Protests in the age of social media: ‘How was The March For Our Lives Movement Shaped by Social Media’-Edgar Klaussner. <a href="https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social-media-how-was-the-march-for-our-lives-movement-shaped-by-social-media/">https://sites.manchester.ac.uk/global-social-challenges/2019/06/06/protests-in-the-age-of-social-media-how-was-the-march-for-our-lives-movement-shaped-by-social-media/</a>	2	
	16	The Corpse Exhibition-Hassan Blassim	2	

V	PRACTICUM		30	
	1	<b>Module I:</b> <ol style="list-style-type: none"> <li>1. Speaking Exercise: Sharing personal triumphs</li> <li>2. After reading the poem, identify major themes discussing it with your peers and write down your combined observation on oppression and resistance.</li> <li>3. Organize a discussion on the concept of self-hood and its role in defining freedom then create a chart based on the definitions collected from the activity.</li> <li>4. Critically read and analyse the conversation between Gandhi and Guru with respect to the idea of religion and community.</li> <li>5. Research on Kerala Renaissance and identify any three contemporaries of Narayana Guru and present their contribution in the class.</li> <li>6. After listening to the interview, prepare a speech analysing apartheid practised in South America.</li> <li>7. Write a short story as creative exercise imagining the emotional turmoil experienced by children 'Born a Crime'.</li> <li>8. Trace the history of animal rights movement and identify the animal protection acts implemented in India.</li> <li>9. After reading the short story conduct a discussion on human centric and non-human centric narratives.</li> </ol>	8	
	2	<b>Module II:</b> <ol style="list-style-type: none"> <li>1. Create a travel plan for a class tour, considering transportation, accommodation, and attractions.</li> <li>2. Prepare a detailed travel itinerary for a tourist destination, discussing logistics and scheduling.</li> <li>3. Organise a discussion on the contemporary relevance of Nehru and try to identify the critique on him, then submit a short note on based on the critique.</li> <li>4. Asses the contribution of Nehru as a man of letters and present it in the class.</li> <li>5. Write an article on the civil rights movement.</li> <li>6. The intervention of Market in determining the outcome of any revolution- GD and Report.</li> <li>7. Identify war poems and present it in the class.</li> <li>8. Create imaginary responses to the atrocities happening in various war zones familiar to us through media.</li> </ol>	8	

	3	<b>Module III:</b> <ol style="list-style-type: none"> <li>1. After listening to the story, Stone Pot (Audio Text) create your own version. <a href="https://youtu.be/U1Avo5FJ250?feature=shared">https://youtu.be/U1Avo5FJ250?feature=shared</a></li> <li>2. Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives.</li> <li>3. News Report: Learners write balanced news reports based on interview.</li> <li>4. Group Discussion and mini report on media and activism.</li> <li>5. Research on the history of manual scavenging in the southern region of India and organise a debate on the topic 'caste and dignity of labour'.</li> <li>6. Identify literary works of your region problematising the manual scavenging.</li> <li>7. Prepare a short history of labour movements in American South.</li> <li>8. The concept of Class and Race- GD and Report.</li> </ol>	7	
	4	<b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Prepare a speech on the role of patriarchy in Eastern cultures giving emphasis to your locality.</li> <li>2. Conduct a survey among your peers focusing on the gender roles they practise at home and analyse the data collected.</li> <li>3. Write a script based on the short story you studied.</li> <li>4. Create hashtags, posters, blogs, short films etc from the story you read.</li> <li>5. Digital Advocacy Strategies and Communicating in Social Media.</li> <li>6. Identify similar movements in various social spaces and prepare an article on them.</li> <li>7. Explore how the characters in "The Corpse Exhibition" cope with trauma, guilt, and survival instincts.</li> <li>8. Discuss the ethical dilemmas and moral ambiguities faced by individuals in times of war and violence.</li> </ol>	7	

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

**Mapping of COs with PSOs and POs:**

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	1	3	-	-	-	-	1	-	-	3	-	1
CO 2	3	3	-	-	-	-	1	2	1	.	1	1	-
CO 3	3	3	1	-	3	1	-	2	1	1	-	1	-
CO 4	2	2	2	-	-	-	-	-	-	1	-	-	-

**Corelation Level:**

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

**Assessment Rubrics:**

- Quiz/Midterm Exam
- Viva
- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
C05	✓	✓	✓	

**FOUR-YEAR UNDERGRADUATE  
PROGRAMME (CU-FYUGP)  
GENERAL FOUNDATION COURSE  
ABILITY ENHANCEMENT COURSE (AEC)**

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG2FA103(2)</b>				
Course Title	<b>ADVANCED ENGLISH LANGUAGE SKILLS FOR SCIENCES</b>				
Type of Course	<b>ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial Per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic understanding in Science and Communication				
Course Summary	The course is designed to enable learners of the Science stream to imbibe scientific temper on par with social and cultural ethos, enhance communication skills and maximize the capacity to comprehend, to critically think and to interact effectively in an English-speaking academic environment.				

### Course Outcomes (CO):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO 1	Inculcate Scientific Temper and Experiential Learning	U, An	C	Comprehension/General Discussion/Presentation /Audio& Video
CO 2	Amalgamate Science& humanities together on par with creativity	U	E	Assignment/Presentation/Debate /Roleplay/Mime/Street Play
CO 3	Critical thinking & Problem-solving	U,E	Ap	Group Discussion/Role Play/Assignments/Presentation
CO 4	Insight into global crisis, Inculcate moral and ethical values	U,C	Ap	Assignments/ Digital Content Creation/Reporting
CO 5	Multidisciplinary Approach	C	Ap	Blogging/Presentation/Assignment
*-Remember(R), Understand(U),Apply(Ap),Analyse(An),Evaluate(E),Create(C) #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge(M)				



### Detailed Syllabus:

Module	Unit	Content	Hrs	
<b>I</b>	<b>Sound Cloud</b>		<b>7</b>	<b>15</b>
	1	The Fourth State of Matter-Jo Ann Beard	2	
	2	Relativity- Sarah Howe	1	
	3	The Cure-Robert Smith	2	
	4	Only an Axe Away- P Baburaj and C Sarat Chandran	2	
<b>II</b>	<b>Book Share</b>		<b>7</b>	<b>10</b>
	5	Wonders of Science: Printed version of Albert Einstein's 1930 Berlin Speech <a href="https://emersonkent.com/speeches/wonders_of_science.htm">https://emersonkent.com/speeches/wonders_of_science.htm</a>	2	
	6	All Palaces are Temporary Palaces- Rosebud Ben-Oni <a href="https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni">https://poetry.lib.uidaho.edu/index.php/poets/#Rosebud-Ben-Oni</a>	2	
	7	The Star- Arthur C. Clarke	2	
	8	We live in the age of Cancer- Dr. Siddhartha Mukherjee meets Adam Rutherford. <a href="https://youtu.be/LHz9hXZiT3s?si=rvlpjh-0aO-XF">https://youtu.be/LHz9hXZiT3s?si=rvlpjh-0aO-XF</a>	1	
<b>III</b>	<b>Expressions</b>		<b>8</b>	<b>15</b>
	9	On Earth As in the Heavens- Neil deGrasse Tyson	2	
	10	Pi - Wislawa Szymborska <a href="http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682">http://www.famouspoetsandpoems.com/poets/wislawa_szymborska/poems/11682</a>	2	
	11	A Study in Emerald-Neil Gaiman	2	
	12	A Love Poem for Lonely Prime Numbers-Harry Baker <a href="https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe">https://youtu.be/O6jrLgvCUNs?si=Ki3BCryIfWwa6Pxe</a>	2	
<b>IV</b>	<b>Word</b>		<b>8</b>	<b>10</b>
	13	Nonclay : The Liquid Turning Desert to Farmland- Rachel Lovell <a href="https://www.bbc.com/future/ bespoke/ follow-the-food/the-spray-that-turns-deserts-into-farmland.html">https://www.bbc.com/future/ bespoke/ follow-the-food/the-spray-that-turns-deserts-into-farmland.html</a>	2	
	14	Preface to the Reader- <i>Meditations On First Philosophy</i> -René Descartes	2	
	15	A Trip to Infinity (2022)- Science Documentary	2	
	16	Scientific Temper by Indian Scientists <a href="https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6">https://youtu.be/xnCTGXksomg?si=-3Ngwi0kWJMmVJJ6</a>	2	

V	Practicum	30
1	<b>Module I:</b> <ol style="list-style-type: none"> <li>1. Prepare a short note on the features of science fiction and how it is different from other short stories.</li> <li>2. Compare and contrast 'The Fourth State ' with any of the films you have watched and prepare a write up.</li> <li>3. After reading the poem, try to find out other literary works using this concept or any other as part of their creative expression and share it in the classroom.</li> <li>4. Write a poem or any other genre of literature as a creative exercise foregrounding scientific concepts, terms or even the biography of scientists you studied.</li> <li>5. Listen to the song and organise a discussion on possible disasters, which may happen due to astronomical phenomena and how human intervention may affect the course.</li> <li>6. Identify popular songs celebrating Science and invention and read it in the class then critically evaluate themes of the same.</li> <li>7. Prepare a short travelogue of your visit to any forest / streams</li> <li>8. Do you think that conserving nature can be done only at the cost of resisting physical development? Conduct a debate on the topic in your class and prepare a note on it.</li> </ol>	8
2	<b>Module II:</b> <ol style="list-style-type: none"> <li>1. Write a short note on any discovery of science that has changed the life of humans in the 21st century.</li> <li>2. Discuss on any five interesting inventions that have made life easy and comfortable and make group presentations.</li> <li>3. Conduct a GD on Einstein and his contributions to the world of science.</li> <li>4. Prepare a picture Quiz on Scientific inventions and discoveries.</li> <li>5. Write an essay on how the material interests may shape colonial exploration by drawing instances from the history of science.</li> <li>6. Discuss the fusion of facts and fantasy in science fiction.</li> <li>7. Find out the distinction between scientific reality and common notion of the universe in the light of reading 'The Star'.</li> <li>8. Prepare a brief note on Cancer after watching the interview with Dr. Siddhartha Mukherjee.</li> </ol>	8

3	<b>Module III:</b> <ol style="list-style-type: none"> <li>1. After reading ‘On Earth as in the Heavens’, discuss about the intersection of science, religion, and philosophy.</li> <li>2. Prepare a short note on the potential conflicts between scientific discoveries and religious teachings in ‘On Earth as in the Heavens’.</li> <li>3. Write creative responses inspired by Szymborska's poem. This could include poems, short stories, or visual artworks that explore themes of mathematics, curiosity, or the mysteries of the universe.</li> <li>4. Discuss how Szymborska uses poetry to engage with complex philosophical and scientific concepts.</li> <li>5. Discuss about various elements that create a good thriller in the light of your reading ‘A Study in Emerald’.</li> <li>6. Compare ‘A Study in Emerald’ with any crime thriller in print or on screen.</li> <li>7. Create visual or multimedia interpretations of the poem through art, photography, or digital media. These interpretations can be shared and evaluated among the peers.</li> <li>8. Partner with educational organizations to develop educational resources or lesson plans that use the similar poems to inspire curiosity about Maths, literature, and the beauty of interdisciplinary learning.</li> </ol>	7
4	<b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Explore the theme of desert reclamation and agricultural innovation inspired by nano clay technology through their respective mediums and prepare a report on it.</li> <li>2. Facilitate discussions or workshops focussed on analysing the policy implications of widespread adoption of nano clay technology for desert reclamation and agricultural development. Encourage participants to consider regulatory frameworks, governance structures, and potential socioeconomic impacts.</li> <li>3. Trace the history of empiricism applied in Academics and pin point the contribution of René Descartes then identify and note down the elements used in your lab activities.</li> <li>4. Submit an assignment on scientific revolution and social transformation of Europe and read it in the class.</li> <li>5. Visual media presentations can help foster scientific temper very significantly. Examine the statement referring to ‘A Trip to Infinity’.</li> <li>6. The universe will impress the youth with its immensity and mystery. Conduct a GD and prepare a report.</li> <li>7. Draft a detailed write-up on the concept of scientific temper after watching ‘Scientific Temper by Indian Scientists’.</li> <li>8. It is generally accepted that Nehru paved a clear path to steer the country along scientific temper. Do we still move along the same path? Discuss</li> </ol>	7

Note: The course is divided into five modules, with four having total 16 fixed units and one open-ended module with a variable number of units. There are total 30 transaction hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (15 marks) and the fixed modules (10 marks). The final exam, however, covers only the 16 units from the fixed modules.

### Suggested Reading:

1. Creative Language Games by Dominique Collet
2. [https://www.linkedin.com/pulse/6-activities-practice-reading-comprehension-skills-elizabeth-zandstra?utm\\_source=share&utm\\_medium=member-android&utm\\_campaign=share](https://www.linkedin.com/pulse/6-activities-practice-reading-comprehension-skills-elizabeth-zandstra?utm_source=share&utm_medium=member-android&utm_campaign=share) via
3. [www.Cambridgeenglish.org](http://www.Cambridgeenglish.org)
4. [www.Journalbuddies.com](http://www.Journalbuddies.com)
5. [www.splashlearn.com/ela-game](http://www.splashlearn.com/ela-game)
6. [www.splashlearn.com/ela-games](http://www.splashlearn.com/ela-games)

Mapping of COs with PSOs and POs:

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 2	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
CO5	3	2	3	3	3	3	2	2	2	2	3	2	1

### Correlation Levels:

Level	Correlation
-	Nil
1	Slightly/Low
2	Moderate/Medium
3	Substantial/High

**Assessment Rubrics:**

- Quiz/Assignment/Quiz/Discussion/Seminar
- Midterm Exam
- Viva
- Assignments
- Final Exam

**Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	√	√		√
CO2	√	√		√
CO3	√	√		√
CO4	√	√		√
CO5	√	√		√

FOUR-YEAR UNDER GRADUATE  
PROGRAMME (FYUGP) **GENERAL**  
**FOUNDATION COURSE ABILITY**  
**ENHANCEMENT COURSE (AEC)**

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG2FA103(3)</b>				
Course Title	<b>ADVANCED ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT</b>				
Type of Course	<b>ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE AND MANAGEMENT</b>				
Semester	2				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	2	-	2	60
Pre-requisites	Basic Communication Skills in English				
Course Summary	The course is designed to enable commerce stream learners to enhance their communication skills in general and augment their presentation and public speaking skills in common and discipline-specific environments.				

**Course Outcome (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Evaluation Tools used</b>
CO1	Interpret and critically evaluate complex texts, including literary works, technical documents, and scholarly articles, identifying themes, arguments, and stylistic elements.	An	C	Assignments/Discussion
CO2	Enhance language learning through personal, social and professional contexts.	U	M	Assignments & Team Exercise
CO3	Perspective formation and articulation	E/C	C	Public Speaking Exercises/Debates
CO4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	C	P	Presentations/GD
CO5	Develop Collaborative cross-cultural Communication by participating effectively in collaborative projects, demonstrating strong interpersonal communication skills, the ability to listen actively, speak persuasively, read critically, and write cohesively.	C	P	Translation Exercise
CO6	Utilize advanced digital tools and platforms to support LSRW activities, including online research, virtual collaboration, multimedia presentations, and digital publication.	Ap/C	P	Assignments in Digital Platforms
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p>#-FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Success Narratives</b>		<b>7</b>	<b>15</b>
	1	Standford Commencement Address-Steve Jobs <a href="https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh">https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh</a>	1	
	2	The earth is a living thing-Lucille Clifton	2	
	3	The Mexican- Jack London	2	
	4	Forrest Gump( 1994) -Dir. Robert Zemeckis	2	
<b>II</b>	<b>Specimens from The Literary World</b>		<b>7</b>	<b>15</b>
	5	Express- Stephen Spender	2	
	6	Fifteen Years-RK Narayan	2	
	7	The Bennets- A Scene from the dramatized version of Jane Austin's <i>Pride and Prejudice</i> Page 36 to 39 . <i>Pride &amp; Prejudice (1813) or First Impressions (1797) by Jane Austen. Adapted for Stage by Simon Reade,2009).</i>	2	
	8	Luigi Pirandello's speech at the Nobel Banquet	1	
<b>III</b>	<b>Words and World</b>		<b>8</b>	<b>10</b>
	9	The Gift of the Magi-O Henry	2	
	10	I plead that you read- Shashi Tharoor	2	
	11	For the Minicab Driver Who Looked as if He Needed Feeding-Imtiaz Dharker	2	
	12	Opening Google I/O 2023- Sunder Pichai <a href="https://www.youtube.com/watch?v=ixRanV-rdAQ">https://www.youtube.com/watch?v=ixRanV-rdAQ</a>	2	
<b>IV</b>	<b>Articulations in Black and White</b>		<b>8</b>	<b>10</b>
	13	Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the Swedish Academy (Interview) <a href="https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU">https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU</a>	2	
	14	The Lottery- Sheryl Jackson	2	
	15	Wasteland of the Free-Iris DeMent	2	
	16	Long Walk to Freedom- Nelson Mandela (chapter 10- Last Two pages)	2	



V	Practicum	30	
	<p data-bbox="313 233 337 260">1</p> <p data-bbox="365 233 505 260"><b>Module I:</b></p> <ol data-bbox="415 268 1195 1325" style="list-style-type: none"> <li>1. Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities after listening to it carefully.</li> <li>2. Jobs' talks about resilience in the face of failure can serve as a basis for a workshop on building resilience and perseverance. Write down strategies for bouncing back from setbacks and maintaining a positive mindset in the face of adversity.</li> <li>3. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth.</li> <li>4. Prepare an action plan for the learners to participate in the environmental conservation efforts in their community.</li> <li>5. Trace out the elements of adventure and survival in The Mexican</li> <li>6. Comment on the narrative techniques employed by Jack London to make his stories highly readable.</li> <li>7. Explore the historical context of the story, including the Mexican Revolution and the political and social conditions of the time and submit it as an assignment.</li> <li>8. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues.</li> <li>9. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film.</li> <li>10. Write a report on the historical events such as the Vietnam War or the Watergate scandal etc after watching the film.</li> </ol>	7	

	2	<b>Module II:</b> <ol style="list-style-type: none"> <li>1. Conduct a discussion on the topic of Technological inventions and innovations and human progress in the light of the poem 'Express'.</li> <li>2. Conduct a close reading of 'Express' as a group, focussing on the language, imagery, and symbolism used by Spender to convey his ideas about love and expression and prepare a note.</li> <li>3. Create character portraits of the story's main characters, such as Swami, his grandmother and Rajam by depicting the physical appearance, personality traits, and key moments that reveal each character's development.</li> <li>4. Create a timeline of the events in Swami's life, marking the significant moments from the story. Discuss how these events shape Swami's growth and identity.</li> <li>5. Compare and contrast "The Bennets" scene from the dramatized version of "Pride and Prejudice" with the original text by Jane Austin. Discuss how the scene's adaptation for the stage or screen interprets and represents Austen's characters and themes.</li> <li>6. Discuss and write a critical appreciation of the various aspects of "The Bennets" scene, such as family dynamics, social class, marriage expectations, and gender roles.</li> <li>7. Discuss the idea of success by problematising the relationship between arguably the highest-ranking award in literature and the fame and quality of the awarded after listening to the speech.</li> <li>8. Write your ideas on how to educate your mind and exchange it with your peers then collect everything together to read it out in the classroom.</li> </ol>	7	
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	3	<b>Module III:</b> <ol style="list-style-type: none"> <li>1. Discuss the factors which make The Gift of the Magi an all-time favourite.</li> <li>2. Comment on the ' O Henry twist ' that renders a special charm to his stories.</li> <li>3. Do you think that the higher- level reading has been seriously affected by social media and the internet? Conduct a GD after reading the article by Tharoor.</li> <li>4. 'Literacy will be dead, and democracy will be dead as well.' Examine this statement and conduct a debate.</li> <li>5. Do you want to settle down abroad? How does the poem by Imtiaz Dhaker express the life of an immigrant worker in the West? Conduct a discussion in your class.</li> <li>6. Collect details in groups and prepare a write up on literature of the Diaspora.</li> <li>7. Innovation is the soul of entrepreneurship. Examine the statement after listening to Sunder Pichai' s speech.</li> <li>8. Conduct a GD on the impact of digital technology on the youth.</li> </ol>	8	
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	4	<b>Module IV:</b> <ol style="list-style-type: none"> <li>1. Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work.</li> <li>2. Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses.</li> <li>3. Write a paper tracing the history of reception after the publication of the story and compare it with the comment section of the cyberspace today,</li> <li>4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures.</li> <li>5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation</li> <li>6. Prepare a speech on the topics of unemployment, poverty and social inequality prevalent in the first world comparing it with the social problems of the third world.</li> <li>7. Analyse Mandela's commitment to social justice and service to others and prepare an article.</li> <li>8. Conduct a GD on Mandela's strengths, weaknesses, motivations, and how he evolves as a character in his autobiography.</li> </ol>	8	
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CO 3	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 4	3	3	3	3	3	3	2	2	1	3	1	2	2
C05	3	2	3	3	3	3	2	2	2	2	3	2	1

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CO5	√	√		√