

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

Programme	<b>GENERAL FOUNDATION COURSE</b>				
Course Code	<b>ENG1FA101(1A)</b>				
Course Title	ENGLISH LANGUAGE SKILLS FOR LITERATURES				
Type of Course	ABILITY ENHANCEMENT COURSE (AEC)- LANGUAGES				
Semester	I				
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 of the English language				
Course Summary	The course is designed to enable students of the Language and Literatures to improve their LSRW skills. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

**Course Outcome (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Evaluation Tools Used</b>
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C	Comprehension/Vocabulary Building Exercises/ JAM/Discussion/Presentation/Mock Interview/Personal Narration/ Role Play/ Assignments
CO2	Foster critical thinking to analyse a variety of textual narratives.	An	C, F	Review/Presentation/Discussion
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	A, C	C	Review/Presentation/ Assignments
CO4	Instil values among learners for Societal inclusivity, equity and cross-cultural communication.	An, E	F, C	JAM/Discussion/Presentation
CO5	Develop creative potential to foster innovation and artistic expression.	C	M	Blog/ Versification/ Assignments/ Content Writing
<p>*-Remember(R), Understand(U), Apply (Ap), Analyse (An), Evaluate(E), Create(C)                      #FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Expressions of Experience</b>		<b>7</b>	<b>10</b>
	1	Introduction	1	
	2	My Immigration Story -Tan Le <a href="https://www.youtube.com/watch?v=hCop3IGZH2o">https://www.youtube.com/watch?v=hCop3IGZH2o</a>	2	
	3	'Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi <a href="https://books.google.co.in/books?id=DVvk7EAAAQBAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false">https://books.google.co.in/books?id=DVvk7EAAAQBAJ&amp;printsec=frontcover#v=onepage&amp;q&amp;f=false</a>	2	
	4	Introduction to Poetry – Billy Collins	2	
<b>II</b>	<b>Insights Into Life</b>		<b>7</b>	<b>10</b>
	5	Introduction	1	
	6	P.C. Musthafa at Harvard Kennedy School'(Interactive Session February 11, 2018) <a href="https://www.youtube.com/watch?v=01_eOCGNYN8">https://www.youtube.com/watch?v=01_eOCGNYN8</a>	2	
	7	I Write Humour and Social Commentary Based on Indian Society Masala, says Anuja Chauhan-Bhavneet Singh Aurora <a href="https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/">https://kunuzum.com/anuja-chauhan-the-fast-and-the-dead-interview/</a>	2	
	8	Mutual Destruction- Dorthe Nors	2	
<b>III</b>	<b>World of Creativity</b>		<b>8</b>	<b>15</b>
	9	Introduction	2	
	10	BBC 2 Bookmark: Charles Bukowski (18 <sup>th</sup> March 1995) <a href="https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP">https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP</a>	2	
	11	Kumbalangi Nights (2019)- Madhu C. Narayanan <a href="https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette">https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette</a>	2	
	12	The Face of Judas Iscariot- Bonnie Chamberlin	2	

IV	<b>Beyond the Margins</b>		<b>8</b>	<b>15</b>
	13	Introduction	2	
	14	The Silent Child-Chris Overton <a href="https://www.youtube.com/watch?v=2GbxFIVQv8c">https://www.youtube.com/watch?v=2GbxFIVQv8c</a>	2	
	15	Social media handle Dakshina showcases the way of living at Sarang, a one-of-its-kind alternative school in Palakkad-Along with life at Sarang in Palakkad district, Dakshina highlights food prepared using foraged greens <a href="https://www.google.com/amp/s/www.thehindu.com/life-and-style/social-media-handle-dakshina-zooms-in-on-life-at-sarang-hills-where-the-alternative-school-sarang-was-founded/article67546786.ece/amp/">https://www.google.com/amp/s/www.thehindu.com/life-and-style/social-media-handle-dakshina-zooms-in-on-life-at-sarang-hills-where-the-alternative-school-sarang-was-founded/article67546786.ece/amp/</a>	2	
	16	Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017 <a href="https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece">https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece</a>	2	
V	<b>Practicum</b>		<b>30</b>	
		<b>Module I:</b>  <ol style="list-style-type: none"> <li>1. Answer comprehension questions based on the given text “My Immigration Story” by Tan Le.</li> <li>2. Frame and practise self-introduction.</li> <li>3. Identify jargons used in culinary narratives after watching or reading minimum of two.</li> <li>4. Prepare a speech outlining the stages of personal growth of Tan Le.</li> <li>5. Recite the poem in the class and create multiple renditions of the poem in the class.</li> <li>6. Identify various poems of life writing and submit a note as an assignment.</li> <li>7. Explore how Collins' treatment of these themes evolves throughout the collection and how they resonate with contemporary readers.</li> <li>8. Compare and contrast Billy Collins' style and themes after listening minimum of two poems of his contemporaries.</li> </ol>	7	
		<b>Module II:</b>  <ol style="list-style-type: none"> <li>1. Listen to the interviews of similar nature and draft sensible questions.</li> <li>2. Prepare a mock interview.</li> <li>3. Prepare a resume for a profession of your choice and create a professional profile.</li> <li>4. Develop a graphic presentation stating tips for a successful professional development.</li> <li>5. Write a memoir about any influential figure in your life</li> <li>6. Prepare a list of successful professions based on your point of view and discuss it in class.</li> <li>7. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters.</li> <li>8. Discuss how Nors develops her characters and the techniques she</li> </ol>	7	

		uses to make them memorable and relatable.		
		<p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Answer comprehension questions based on the given documentary “BBC 2 Bookmark: Charles Bukowski (18th March 1995)”.</li> <li>2. Recite a short poem with a special focus on pronunciation.</li> <li>3. Identify major themes of the movie after reading the review.</li> <li>4. Do collaborative writing exercises (E.g.: Frame a story/ Prepare a small script).</li> <li>5. Connect other stories problematizing humanity and present it in the class.</li> <li>6. Write a script for an imaginary movie based on given short story.</li> <li>7. Listen to podcasts that analyze literature or interview authors.</li> <li>8. Participate in discussions analyzing themes, characters, and literary techniques discussed in the podcasts.</li> </ol>	8	
		<p><b>Module IV:</b></p> <ol style="list-style-type: none"> <li>1. Discuss major themes of the short film- The Silent Child by Chris Overton.</li> <li>2. Do group presentations on the topic “Diversity and Inclusivity.”</li> <li>3. Listen to successful stories of people with disabilities from various platforms and share it in the class.</li> <li>4. Write an article on sustainable living practices.</li> <li>5. Organise a symposium on the topic climate change and sustainable development.</li> <li>6. Make a short film or video content on local diversity.</li> <li>7. Prepare and deliver presentations on literary texts, authors, or literary movements.</li> <li>8. Practice structuring coherent arguments, using evidence from texts to support analysis.</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
<b>C O1</b>	3	-	-	-	2	-	3	2	3	-	-	-	-
<b>C O2</b>	-	-	3	-	-	-	-	-	-	-	3	1	2
<b>C O3</b>	2	-	-	1	3	-	-	-	3	2	-	-	-
<b>C O4</b>	-	3	2	-	-	-	-	1	-	-	1	3	-
<b>C O5</b>	-	-	-	-	3	-	3	1	2	-	-	-	-

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	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	

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

Programme	<b>GENERAL FOUNDATION COURSES IN ENGLISH</b>				
Course Code	ENG1FA101(1B)				
Course Title	ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES				
Semester	I				
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 is designed to help learners from Humanities background to enable them present their subject knowledge confidently in oral and written forms. The course helps them to enhance their capability to use language in academic transactions and real-life situations.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Evaluation Tools used</b>
CO1	Develops knowledge, skills and communication that facilitate collaborative abilities.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Foster critical thinking to analyze a variety of textual narratives.	U, Ap	C	Quiz
CO3	Develop the ability to analyse spoken and written content including identifying biases, assumptions and implications.	U	F	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Instil values among learners for Societal inclusivity, equity and cross-cultural communication.	C, Ap	C	Assignments/ Digital Content Creation / Reporting
CO5	Develop creative potential to foster innovation and artistic expression.	C, Ap	M	Blogging/Letter Writing
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)                      # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)                      Metacognitive Knowledge (M)</p>				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Listening</b>		<b>7</b>	<b>10</b>
	1	Module Introduction	1	
	2	I Have a Dream-Martin Luther King Jr <a href="https://youtu.be/vP4iY1TtS3s?si=V3KptrdBv29Lk6Tk">https://youtu.be/vP4iY1TtS3s?si=V3KptrdBv29Lk6Tk</a>	2	
	3	Anthem- Leonard Cohen <a href="https://youtu.be/1jzI0NITmzY?feature=shared">https://youtu.be/1jzI0NITmzY?feature=shared</a>	2	
	4	Art as Social Work -Amy Morales Lara- TEDxCUNY <a href="https://youtu.be/9ng1195iXHI?si=Nm-TVSTyTFYqmTHq">https://youtu.be/9ng1195iXHI?si=Nm-TVSTyTFYqmTHq</a>	2	
<b>II</b>	<b>Speaking</b>		<b>7</b>	<b>10</b>
	5	Module Introduction	1	
	6	George Carlin on Soft Language <a href="https://youtu.be/o25I2fzFGoY?feature=shared">https://youtu.be/o25I2fzFGoY?feature=shared</a>	2	
	7	The Death of a Salesman (Act I -till “She turns, goes over to the bed, takes his jacket, and goes out of the bedroom”. )- Arthur Miller	2	
	8	Rip it Out’ Dead Poets Society-Dir. Peter Weir <a href="https://youtu.be/8x0COtH4Vrw?feature=shared">https://youtu.be/8x0COtH4Vrw?feature=shared</a>	2	

<b>III</b>	<b>Reading</b>		<b>8</b>	<b>15</b>
	9	Module Introduction	2	
	10	The Second Coming - W B Yeats	2	
	11	'The Frog Prince' Politically Correct Bedtime Stories -James Fin Garner	2	
	12	Optimism: An Essay- Helen Keller (part 1-Optimism within) <a href="https://www.gutenberg.org/files/31622/31622-h/31622-h.htm">https://www.gutenberg.org/files/31622/31622-h/31622-h.htm</a>	2	
<b>IV</b>	<b>Writing</b>		<b>8</b>	<b>15</b>
	13	Module Introduction	1	
	14	Speech Prepared by Dr. B R Ambedkar for The 1936 Annual Conference of the Jat-Pat-Todak Mandal of Lahore (Section 4 -" It is a pity that...to... exigencies of social rules" to the end of the section) <a href="http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01">http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01</a>	3	
	15	The World-Renowned Nose-Vaikom Muhammad Basheer	2	
	16	For the Love of Cinema- A Review of Cinema Paradiso (1988)- <a href="https://rotaractarts.com/for-the-love-of-cinema-a-review-of-cinema-paradiso-1988/">https://rotaractarts.com/for-the-love-of-cinema-a-review-of-cinema-paradiso-1988/</a>	2	
<b>V</b>	<b>Practicum</b>		<b>30</b>	
	1	Module I: <ol style="list-style-type: none"> <li>1. Identify new vocabulary after listening to the speech.</li> <li>2. Framing questions based on the speech and related issues and conduct a quiz among learners.</li> <li>3. Identifying lyrics (song).</li> <li>4. Identify other songs with similar themes.</li> <li>5. Find various renditions focusing on the rhythmic aspect.</li> <li>6. Conduct a debate on whether the social work could be considered as art.</li> <li>7. After listening the Ted talk, test your comprehensive ability by re-narrating the major points.</li> <li>8. Identify the difference between a speech and a Ted talk.</li> </ol>	7	

2	<p>Module II:</p> <ol style="list-style-type: none"> <li>1. Conduct debates on language and society after listening to the stand-up.</li> <li>2. Make individual versions of stand-up on any topic that interests the learner.</li> <li>3. Problematised the subject matter of the stand up by identifying contentious themes and how it is understood in the contemporary society.</li> <li>4. Prepare a speech critically analysing the arguments proposed by the comedian.</li> <li>5. Present counter arguments from various perspectives to critique the prescribed stand up.</li> <li>6. Identify other stand-up performances which influenced the socio-political scenario.</li> <li>7. Role play.</li> <li>8. Organize group discussion based on the topics evolved from the texts.</li> <li>9. Extempore on literature.</li> </ol>	7
3	<p>Module III:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate any other literary forms based on the concepts in the poem.</li> <li>2. Present various point of views after reading the poem.</li> <li>3. Summarise the socio-political implications of the text.</li> <li>4. Identify similar stories and interpretations available in your language.</li> <li>5. Identify new concepts and discuss it with your peers.</li> <li>6. Find multiple versions and enact it in the classroom.</li> <li>7. Identify other activists who are working among differently abled community, collect stories and read it in the class.</li> <li>8. Record audio content based on text in groups.</li> <li>9. Organise a discussion on govt. policies for the differently abled in India</li> </ol>	8
4	<p>Module IV:</p> <ol style="list-style-type: none"> <li>1. Write an essay on the themes discussed and submit it as part of your class assignment.</li> <li>2. Identify other writings which deal with the concepts of liberty, equality and fraternity.</li> <li>3. Write an article on caste and social formation of India.</li> <li>4. Prepare an illustration of the story.</li> <li>5. Write a review on the story.</li> <li>6. Submit a group project by preparing biographies of Basheer and his contemporary Malayalam writers.</li> <li>7. Watch the movie in the article and write a review on any other movie you have watched.</li> <li>8. Write a mini-group project on the early history of Malayalam cinema.</li> <li>9. Rewrite the plot of the movie as a short story and submit it as a creative assignment.</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

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
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	✓	✓	✓	

### Suggested Reading:

1. 'Africa Unite' Songs of Freedom by Bob Marley
2. 'Best Man Speech' -Sherlock Homes
3. 'Fear' -Khalil Gibran
4. 'Rapunzel' Politically Correct Bedtime Stories - James Fin Garner
5. A Few Goodmen dir. by Rob Reiner
6. *Arachar*- K R Meera
7. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) - Aslan Maleki
8. <https://www.youtube.com/watch?v=gUWWt30oZ3w>  
[https://youtu.be/2sLcfQKU\\_co?feature=shared](https://youtu.be/2sLcfQKU_co?feature=shared)  
<https://youtu.be/dsT22OX1Blc?si=6R67EHkRw88wWWqi>  
<https://youtu.be/xVVwNzx7elE?feature=shared>
9. *The Doctor and the Saint: Caste, Race and the Annihilation of Caste, the Debate between Dr. B R Ambedkar and M K Gandhi* -Arundhati Roy

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

Programme	General Foundation Course				
Course Code	ENGIFA101(2)				
Course Title	ENGLISH LANGUAGE SKILLS FOR SCIENCES				
Type of Course	ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours
	3	2	-	2	60
Pre-requisites	A basic understanding of science and fundamental knowledge of English with an interest in interdisciplinary approach.				
Course Summary	The course aims to improve communication skills through Listening, Speaking, Reading, and Writing (LSRW). It encourages lively interactions between literature and science. Designed to equip students for today's technology-driven world, it emphasizes tackling challenges and seizing opportunities				

**Course Outcome:**

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	C, M	Assignments, Discussion, Presentations
CO2	Identify the relationship between the literary and scientific worlds by exploring various literary texts to deepen the understanding of scientific principles and cultural significance.	U, An,C	F, C	Writing exercises, Reading activities, role play, and oral presentations.
CO3	Enhance the ability to engage in effective and meaningful conversations in academic and professional contexts, demonstrating both active listening and articulate speaking skills	R, U, An	F, C	Listening exercises, Interviews and Debates, Writing activities.
CO4	Summarize main ideas, identify supporting details, and evaluate arguments in written responses.	U, An, E	C, M	Written Assignments, Reviews, Group Discussion,
CO5	Promote dialogue and reflection on the role of science in shaping human identity, values and aspirations.	U,Ap, AN	F, M	Debates, Speeches, Presentation
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)                      # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)                      Metacognitive Knowledge (M)</p>				

### Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
<b>I</b>	<b>Perceptions (Unlocking the Cosmic Secrets)</b>		<b>7</b>	<b>10</b>
	1	Introduction	1	
	2	Questioning the Universe -Stephen Hawking <a href="https://youtu.be/aCo_aHIN4Zs?si=EYo0Nt-sGexPwRv3">https://youtu.be/aCo_aHIN4Zs?si=EYo0Nt-sGexPwRv3</a>	2	
	3	Above Pate Valley- Gary Snyder <a href="https://www.poetryfoundation.org/poems/47179/above-pate-valley">https://www.poetryfoundation.org/poems/47179/above-pate-valley</a>	2	
	4	The Last Stand-Documentary <a href="https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz">https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz</a>	2	
<b>II</b>	<b>Dimensions (Science, Society and Environment)</b>		<b>9</b>	<b>15</b>
	5	Introduction	1	
	6	Science and Dogma- Pushpa M Bhargava	3	
	7	The Dangers of Climate Change-Carl Sagan <a href="https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135">https://gizmodo.com/heres-carl-sagans-original-essay-on-the-dangers-of-cl-1481304135</a>	3	
	8	Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154	2	
<b>III</b>	<b>Viewpoints (Exploring Scientific Pathways)</b>		<b>6</b>	<b>10</b>
	9	Introduction	1	
	10	The Peace of Wild Things-Wendell Berry <a href="https://www.yourdaily poem.com/listpoem.jsp?poem_id=2386">https://www.yourdaily poem.com/listpoem.jsp?poem_id=2386</a>	1	
	11	A Day in the Country- Anton Chekhov <a href="https://www.shortstoryguide.com/read-day-country-anton-chekhov/">https://www.shortstoryguide.com/read-day-country-anton-chekhov/</a>	2	
	12	C V Raman as a Science Communicator: A Historical Perspective -G V Pavan Kumar- pp. 4-7 <a href="https://doi.org/10.48550/arXiv.2403.04773">https://doi.org/10.48550/arXiv.2403.04773</a>	2	

<b>IV</b>	<b>Expressions</b>		<b>8</b>	<b>15</b>
	13	Introduction	2	
	14	The Red Room-H.G Wells <a href="https://gutenberg.org/cache/epub/23218/pg23218.txt">https://gutenberg.org/cache/epub/23218/pg23218.txt</a> <a href="https://www.youtube.com/watch?v=Y-eUSgkmhGI">https://www.youtube.com/watch?v=Y-eUSgkmhGI</a>	2	
	15	Writing your Academic Statement of Purpose <a href="https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/">https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/writing-your-statement-of-purpose/</a>	2	
16	Understanding and Preparing your Personal Statement <a href="https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/">https://gradschool.cornell.edu/diversity-inclusion/recruitment/prospective-learners/personal-statements/</a>	2		
<b>V</b>	<b>Practicum</b>		<b>30</b>	
	1	<b>Module I:</b> <ol style="list-style-type: none"> <li>1. Make the learners listen to the Ted Talk and discuss.</li> <li>2. Conduct an imaginary interview with any scientist and prepare a transcript.</li> <li>3. Organise a debate on any topic derived from the study.</li> <li>4. Ask the learners to deliver a speech based on the prescribed poem.</li> <li>5. Make the learners listen to the rendition of any poem and make a comprehensive summary of it.</li> <li>6. Make the learners listen to other poems of the same theme.</li> <li>7. Divide the learners into different groups and arrange a discussion on any environment-related topic of contemporary relevance.</li> <li>8. Ask the learners to tell their views about the relationship between man and nature.</li> <li>9. Identify the major issues presented in the documentary and discuss it in a group.</li> </ol>	7	
2	<b>Module II:</b> <ol style="list-style-type: none"> <li>1. Arrange a group discussion, making learners share their views, thoughts and questions about the importance of secularism.</li> <li>2. Ask the learners to read other essays on scientific temper.</li> <li>3. Ask the learners to prepare a critical review of any article they found in the text- ‘Angels, Devils and Science’.</li> <li>4. Organise a discussion on climate change and prepare a report.</li> <li>5. Create slogans/ posters related to environmental protection.</li> <li>6. Prepare biography- Carl Sagan</li> <li>7. Ask the learners to identify and collect information on Biochemistry and its developments through the 20th century.</li> <li>8. Write a short note on ‘Light on a Dark Lady’, foregrounding major arguments evolved from the write-up.</li> <li>9. Ask the learners to differentiate between social and biological aspects of human life.</li> </ol>	8		

	3	<p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. After listening, encourage learners to share their emotional responses and interpretations of the poem.</li> <li>2. Reflect on a time when you found peace in nature. Describe the experience through journaling or personal retelling.</li> <li>3. Ask the learners to identify common phrases or idiomatic expressions related to nature. (Eg: beat around the bush, barking up the wrong tree, a ray of sunshine, etc)</li> <li>4. After listening, facilitate a discussion, prompting learners to share their views and reactions to the story.</li> <li>5. Let them enact the story after preparing the dialogue.</li> <li>6. Ask the learners to choose a character from the story and retell the story from their perspective.</li> <li>7. Identify the contemporaries of C V Raman and prepare biographies of any two of your choice.</li> <li>8. Organise group discussion on Science and Society.</li> <li>9. Read the entire article and summarise the major points in the classroom.</li> </ol>	8	
	4	<p><b>Module IV:</b></p> <ol style="list-style-type: none"> <li>1. Make the learners identify the use of phrases and phrasal prepositions in the short story and write it down.</li> <li>2. Ask the learners to write their versions of the story and ask them to read it in the class.</li> <li>3. Collect stories on the myths regarding the origin of Earth.</li> <li>4. Organise a discussion on youth and scientific temper.</li> <li>5. Ask the learners to write a statement of purpose seeking admission to a postgraduate programme and read it in the class.</li> <li>6. Ask the learners to write a personal statement.</li> <li>7. Peer reviews the personal statement written by the learners.</li> <li>8. Create a resume based on both your Statement of Purpose and personal statement.</li> <li>9. Organise a mock job fare based on the professional SOPs collected from the learners.</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. Practical English Grammar - A.J.Thomson & A.V.Martinet
2. LSRW Skills for English learners- Panuganti. B. Esther Rani
3. Communication Skills -Sanjay Kumar, Pushp Lata Oxford University Press.

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

	PSO 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
<b>CO 1</b>	2	3	2	2	2	3	2	2	2	1	1	1	1
<b>CO 2</b>	2	3	3	1	2	2	2	1	2	2	2	1	1
<b>CO 3</b>	2	2	2	2	2	3	2	2	2	1	2	2	1
<b>CO 4</b>	3	2	2	2	2	2	2	1	1	2	2	3	2
<b>CO5</b>	3	2	2	2	2	2	2	2	3	2	2	2	2

**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	Internal Viva	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓		✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓
CO5	✓	✓	✓	

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

Programme	GENERAL FOUNDATION COURSE				
Course Code	ENG1FA101(3)				
Course Title	ENGLISH LANGUAGE SKILLS FOR COMMERCE AND MANAGEMENT				
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)- COMMERCE& MANAGEMENT				
Semester	I				
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 is designed to help learners of commerce and management to enable them to present their subject knowledge confidently in oral and written forms. By mastering LSRW skills through interactive sessions and practicum, the learners will develop effective communication and professional etiquette.				

**Course Outcomes (CO):**

<b>CO</b>	<b>CO Statement</b>	<b>Cognitive Level</b>	<b>Knowledge Category</b>	<b>Evaluation Tools used</b>
CO1	Develop knowledge and skills related to human communication that facilitates their ability to work collaboratively with others.	An	C	Comprehension/Writing Exercises/ General Discussion
CO2	Understand and practice different techniques of communication required to improve and sustain their employability.	U	Ap	Quiz/Debate/Discussion
CO3	Foster critical thinking to analyse a variety of textual narratives	U	Ap	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments
CO4	Develop creative potential to foster innovation and artistic expression.	C	Ap	Assignments/ Digital Content Creation/ Reporting
CO5	Understand and enhance interview etiquette, G D skills, soft skills and similar managerial skills	C	Ap	Blogging/Letter Writing
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)                      # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P)                      Metacognitive Knowledge (M)</p>				

**Detailed Syllabus:**

<b>Module</b>	<b>Unit</b>	<b>Content</b>	<b>Hrs</b>	<b>Marks</b>
<b>I</b>	<b>Listening</b>		<b>7</b>	<b>10</b>
	1	Introduction	1	
	2	How to Take the BS Out of Business Speak: Bob Wiltfong <a href="https://www.youtube.com/watch?v=41fjuqBaUt4">https://www.youtube.com/watch?v=41fjuqBaUt4</a>	2	
	3	The Next Big Wall Street Stock? It's Trash. <a href="https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL_">https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL_</a>	2	
	4	Hills Like White Elephants- Ernest Hemingway <a href="https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs">https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs</a>	2	
<b>II</b>	<b>Speaking</b>		<b>7</b>	<b>10</b>
	5	Introduction	1	
	6	A Telephonic Conversation-Mark Twain	2	
	7	Noam Chomsky full length interview: Who rules the world now? <a href="https://youtu.be/P2lsEVLqts0?si=3Mq64OBeff2EvJ1B">https://youtu.be/P2lsEVLqts0?si=3Mq64OBeff2EvJ1B</a>	2	
	8	So, You Want To Be A Motivational Speaker? - Shep Hyken <a href="https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=74e79ab76a54">https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=74e79ab76a54</a>	2	

<b>III</b>	<b>Reading</b>		<b>8</b>	<b>15</b>
	9	Introduction	2	
	10	Microsoft is Born' & 'Success Comes with a Great Vision (Chapter 2 & Chapter 4) - <i>Secrets of Success from the Story of Bill Gates: It is Possible</i> - Lyton Chandomba	4	
	11	The Tell-Tale Heart – Edgar Allan Poe	2	
<b>IV</b>	<b>Writing</b>		<b>8</b>	<b>15</b>
	12	Introduction	2	
	13	The Science of Strong Business Writing- Harvard Business Review -Bill Birchard <a href="https://hbr.org/2021/07/the-science-of-strong-business-writing">https://hbr.org/2021/07/the-science-of-strong-business-writing</a>	2	
	14	Declaration of Philadelphia- ILO -pp. 1-3	2	
	15	Edited Highlights of the BBC interview with Mark Zuckerberg <a href="https://www.bbc.com/news/business-38991668">https://www.bbc.com/news/business-38991668</a>	2	

V	<b>Practicum</b>		<b>30</b>	
	1	<p><b>Module I:</b></p> <ol style="list-style-type: none"> <li>1. Learners are supposed to listen to talks and presentations of successful businessmen or entrepreneurs live or through media apart from what is prescribed as text.</li> <li>2. Ask learners to engage in group discussions of contemporary relevance where they can use business vocabulary and industry-specific terms. E.g., how beneficial is the merger of public sector banks, Union Budget-Highlights etc.</li> <li>3. Learners are made to listen to anecdotes (E.g., someone is asking for a loan from a bank for his business or someone describes a business conference he/she attended recently), and based on this, a quiz is conducted to check their comprehension and retention.</li> <li>4. Organise debate on locally devised systems of waste management.</li> <li>5. Critically watch the documentary and try to identify the market intervention.</li> <li>6. Give a speech on the waste management system implemented in your institution.</li> <li>7. After listening to the story, learners are directed to rewrite it within a given time.</li> <li>8. Listen to the audio books of your choice and produce transcripts as the assignment.</li> <li>9. Record a story in your voice and exchange it with your peers for review.</li> </ol>	8	

	2	<p><b>Module II:</b></p> <ol style="list-style-type: none"> <li>1. Role Play</li> <li>2. Learners are divided into groups and various customer service scenarios, such as <ol style="list-style-type: none"> <li>a. The impatient customer</li> <li>b. A product fails to meet expectations</li> <li>c. The angry customer</li> <li>d. The frugal customer</li> <li>e. Onboarding training request</li> </ol> Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher.</li> <li>3. Minutes Tracking</li> <li>4. Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings.</li> <li>5. Learners are instructed to prepare a list of questions critiquing the interview and present them in class. The most appropriate answers for each of them can be framed after discussion.</li> <li>6. Prepare a mock interview on ant topic of your choice in the classroom.</li> <li>7. Organise a class on motivational speaking after listening to the content.</li> <li>8. Imagine yourself as a motivational speaker and give a speech to your class.</li> <li>9. Write a speech on a relevant topic and submit it as assignment.</li> </ol>	8	
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	3	<p><b>Module III:</b></p> <ol style="list-style-type: none"> <li>1. Review Books Learners are asked to prepare a book review of the prescribed text (Chapter 2) after carefully reading it.</li> <li>2. Reading Comprehension Learners are made to read Chapter 4 of the prescribed text carefully and asked to answer the questions prepared by the teacher based on the chapter.</li> <li>3. Hashtag activism You can ask your learners to implement a cause-oriented hashtag campaign and use their online voice for good. Learners are to read the comments and analyze the impressions created and awareness generated by your hashtag. The process will unfold somewhat like this: Pick a particular cause. Plan your messaging and decide which hashtag to use. Create social media posts and promote your hashtag campaign. Learn about follows, likes, and comments and how they strengthen your campaign.</li> <li>4. Create a social media post on the story you have read.</li> <li>5. Identify other stories from the same author and read it in the class.</li> </ol>	7	
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	<p><b>Module IV:</b></p> <ol style="list-style-type: none"> <li>1. Learners are provided with an already existing questionnaire (related to the stream of Commerce) with some questions hidden and asked to add relevant questions to complete the survey.</li> <li>2. Organise mock meetings in class by assigning duties to groups</li> <li>3. Twitter summaries-Twitter is famous for its character-limited posts. You can use this social media platform for an innovative summary-writing project. Ask your learners to consolidate their takeaways from a topic or reading discussed in the classroom. They should be able to understand the text, coherently organize the points, and capture the central idea within 280 words, which is the character limit on Twitter.</li> <li>4. After reading the declaration, make a comparison of the labour codes implemented in India with respect to the goals of ILO.</li> <li>5. Read and write detailed notes on each labour code introduced in India.</li> <li>6. Organise a discussion on the nature of the relationship between the Labourers and Employers.</li> <li>7. Make a summary incorporating major points from the interview you read.</li> <li>8. Write a report on any other interviews given by well-known entrepreneurs.</li> <li>9. Construct appropriate questions to interview successful entrepreneurs.</li> </ol>	7	
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Note: The course is divided into five modules, with four having total 15 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:**

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO1	PO2	PO3	PO4	PO5	PO 6
CO 1	-	1	3	-	-	-	-	1	-	-	3	-
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	✓	✓	✓	

### Suggested Reading:

1. Alain Milliat: Interview of a successful entrepreneur.
2. Black Swan: Hyderabad, 2012
3. Business English Vocabulary Builder: Idioms, Phrases, and Expressions in American English
4. E. Suresh Kumar and et al. Enriching Speaking and Writing Skills. Second Edition. Orient
5. <https://www.amazon.in/Better-Telephone-Skills-Business-Communication-ebook/dp/B00ZG2JZLC>
6. <https://www.amazon.in/English-At-Work-Business-Vocabulary/dp/B0B91ZL9W9>
7. <https://www.amazon.in/Writing-Social-Media-Business-Technical/dp/1780174500>
8. Jackie Bolen
9. Social Media Communication by Bu Zhong
10. *They Say/I Say: The Moves That Matter in Academic Writing*, by Gerald Graff and Cathy Birkenstein