

UNIVERSITY OF CALICUT

<u>Abstract</u>

General and Academic IV- Faculty of Language and Literature - Scheme and Syllabus of General Foundation Courses in English in tune with CUFYUGP Regulations 2024, with effect from 2024 Admission onwards - Approved-Subject to ratification by the Academic Council- Implemented- Orders Issued

|--|

U.O.No. 10301/2024/Admn

Dated, Calicut University.P.O, 28.06.2024

Read:-1.U.O.No. 3103/2024/Admn dated 22.02.2024.

2.Minutes of the meeting of the Board of Studies in English UG held on 20.05.2024 (Item no 1)

3.Remarks of the Dean, Faculty of Language and Literature dated 06.06.2024 4.Orders of the Vice Chancellor in the file of Even No dated 14.06.2024

<u>ORDER</u>

- 1. The Regulations of the Calicut University Four Year UG Programmes (CUFYUGP Regulations 2024) for affiliated Colleges, has been implemented with effect from 2024 admission onwards, vide paper read as (1) above.
- The meeting of the Board of Studies in English UG held on 20.05.2024, vide paper read as (2) above, has approved the scheme and syllabus of the General Foundation Courses in English in tune with CUFYUGP Regulations 2024 with effect from 2024 Admission onwards.
- 3. The Dean, Faculty of Language and Literature vide paper read as (3) above, has approved the minutes of the meeting of the Board of Studies in English UG held on 20.05.2024.
- 4. Considering the urgency, the Vice Chancellor has approved the minutes of the meeting of the Board of Studies in English UG held on 20.05.2024 and has accorded sanction to implement the scheme and syllabus of the General Foundation Courses in English in tune with CUFYUGP Regulations 2024, with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
- 5. The scheme and syllabus of General Foundation Courses in English in tune with CUFYUGP Regulations 2024 is thus implemented with effect from 2024 Admission onwards, subject to ratification by the Academic Council.
- 6. Orders are issued accordingly. (Syllabus appended)

Ajayakumar T.K

Assistant Registrar

То

 The Principals of all Affiliated Colleges
 Deputy Registrar, CDOE
 Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE II/JCE VIII/DoA/EX and EG Sections/GA | F/Suvega/CHMK Library/Information Centres/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

(GENERAL FOUNDATION COURSES IN ENGLISH)

SCHEME

w.e.f. 2024 admission onwards

(CUFYUGP Regulations 2024)

					H		Marks			
Se m est er	Stream	Course Code	Course Title	Tot al Hou rs	o u rs / W ee k	Cr ed its	Int ern al	Exter nal	Tot al	
		ABILITY ENHA	NCEMENT CO	URSE	(AEC	C 1)				
	BA Languages	ENGIFA101(1A)	English Language Skills for Literatures	60	4	3	25	50	75	
1	BA Humanities and Other BA Programmes	ENGIFA101(1B)	English Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75	
1	Science	ENGIFA101(2)	English Language Skills for Sciences	60	4	3	25	50	75	
	Commerce and Management	ENGIFA101(3)	English Language Skills for Commerce and Management	60	4	3	25	50	75	

DISTRIBUTION OF GENERAL FOUNDATION COURSES IN ENGLISH

	ABILITY ENHANCEMENT COURSE(AEC 3)										
			Advanced								
	BA		English								
		ENG2FA103(1A)	Language	60	4	3	25	50	75		
	Languages		Skills for								
			Literatures								
			Advanced								
	BA		English								
	Humanities		Language								
	and Other	ENG2FA103(1B)	Skills for	60	4	3	25	50	75		
	BA		Humanities								
	Programmes		and Other BA								
2			Programmes								
			Advanced								
			English								
	Science	ENG2FA103(2)	Language	60	4	3	25	50	75		
			Skills for								
			Sciences								
			Advanced								
			English								
	Commerce		Language								
	and	ENG2FA103(3)	Skills for	60	4	3	25	50	75		
	Management		Commerce								
			and								
			Management								

	MU	LTIDISCIPLINARY	COURSE (MD	C 3)					
			Understanding						
	BA		Kerala:						
	Languages	ENG3FM107(1A)	Cultural and	45	3	3	25	50	75
	Languages		Literary						
			Perspectives						
	BA		Understanding						
	Humanities		Kerala:						
	and Other BA Programmes	ENG3FM107(1B)	Society,	45	3	3	25	50	75
			Economy and						
	1 logiummes		Ecology						
	Science		Understanding						
3			Kerala:						
		ENG3FM107(2)	Science,	45	3	3	25	50	75
			Culture and						
			Literature						
			Understanding						
			Kerala:						
	Commerce		Narratives of						
	and	ENG3FM107(3)	Development,	45	3	3	25	50	75
			Commerce	-5			20	50	/5
	Management		and						
			Entrepreneurs						
			hip						

VALUE ADDED COURSE(VAC 1)											
3	BA Languages	ENG3FV108(1A)/ ENG3FV108	Framing Values: Literary and Cultural Narratives for Languages	45	3	3	25	50	75		
	BA Humanities and Other BA Programmes	ENG3FV108(1B)	Framing Values: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75		
	Science	ENG3FV108(2)	Framing Values: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75		
	Commerce and Management	ENG3FV108(3)	Framing Values: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75		

		VALUE ADDED CO	OURSE(VAC 2)					
4	BA Languages	ENG4FV109(1A)/ ENG4FV110	Framing Perspectives: Literary and Cultural Narratives for Languages	45	3	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FV109(1B)	Framing Perspectives: Literary and Cultural Narratives for Humanities and Other BA Programmes	45	3	3	25	50	75
	Science	ENG4FV109(2)	Framing Perspectives: Literary and Cultural Narratives for Sciences	45	3	3	25	50	75
	Commerce and Management	ENG4FV109(3)	Framing Perspectives: Literary and Cultural Narratives for Commerce and Management	45	3	3	25	50	75

	SKI	LL ENHANCEMEN	T COURSE (SE	EC 1)					
4	BA Languages	ENG4FS111(1A)	Contemporary Language Skills for Literatures	60	4	3	25	50	75
	BA Humanities and Other BA Programmes	ENG4FS111(1B)	Contemporary Language Skills for Humanities and Other BA Programmes	60	4	3	25	50	75
	Science	ENG4FS111(2)	Contemporary Language Skills for Sciences	60	4	3	25	50	75
	Commerce and Management	merce and ENG4FS111(3)		60	4	3	25	50	75

EVALUATION SCHEME

Courses with Practicum (AEC1, AEC3, and SEC1)

- In 3 credit courses with 2 credit theory and 1 credit practicum component, out of the total evaluation of 75 marks, 15 marks will be for the practical/practicum component, and it will be based on continuous /internal evaluation and an end-semester viva,
- Out of the remaining 60 marks for the theory component, 10 marks will be by continuous/internal evaluation, and 50 marks will be by external evaluation.
- Refer syllabus of Major courses for the evaluation scheme of other General Foundation Courses.



CALICUT UNIVERSITY – FOUR-YEAR UNDER

GRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL F	OUNDATIO	N COURSE							
Course Code	ENG1FA101	(1A)								
Course Title	ENGLISH L	ENGLISH LANGUAGE SKILLS FOR LITERATURES								
Type of Course	ABILITY EN	ABILITY ENHANCEMENT COURSE(AEC)- LANGUAGES								
Semester	Ι									
Academic Level	100-199									
Course Details	Credit	Lecture per	Tutorial	Practical	Total					
		week	per week	per week	Hours					
	3	2	-	2	60					
Pre-requisites	Basic underst	anding of the	English lang	uage						
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):

CO	CO Statement	Cognitive	Knowledge	Evaluation Tools Used
		Level	Category	
CO1	Develop strategies for lifelong learning, becoming more autonomous and confident in using English in diverse academic and professional contexts.	U, E	С	Comprehension/Vocabula ry Building Exercises/ JAM/Discussion/Presenta tion/Mock Interview/Personal Narration/ Role Play/ Assignments
CO2	Foster critical thinking to analyze a variety of textual narratives.	An	C, F	Review/Presentation/Disc ussion
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	С	Review/Presentation/ Assignments
CO4	Instill values among learners for Societal inclusivity, equity and cross-cultural communication.	An, E	F, C	JAM/Discussion/Presenta tion
CO5	Develop creative potential to foster innovation and artistic expression.	С	М	Blog/ Versification/ Assignments/ Content Writing
*-Remem	ber(R), Understand(U), Apply (A	Ap), Analyse (A	An), Evaluate(E)	, Create(C)

#FactualKnowledge(F)ConceptualKnowledge(C)ProceduralKnowledge(P)MetacognitiveKnowledge (M)

Detailed Syllabus:

1 2	Perceptions – Words Beyond Borders Introduction	7	10
	• •	7	10
	Introduction		1
2		1	
	My Immigration Story -Tan Le	2	
	https://www.youtube.com/watch?v=hCop3IGZH2o		
3	'Recipes for Life-Amish Tripathi (Culinary Memoir)- Amish Tripathi	2	
4	Introduction to Poetry – Billy Collins	2	
	PROFESSIONAL NARRATIVES	7	10
5	Introduction	1	
6	P.C. Musthafa at Harvard Kennedy School'(Interactive Session February 11, 2018)	2	
	https://www.youtube.com/watch?v=01_eOCGNYN8		
7	I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora <u>https://kunzum.com/anuja-chauhan-the-fast-and-the-dead- interview/</u>	2	
8	Mutual Destruction- Dorthe Nors	2	
	World of Creativity	8	15
9	Introduction	2	
10	BBC 2 Bookmark Charles Bukowski 18th March 1995	2	
	https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP		
11	Kumbalangi Nights (2019)- Madhu C. Narayanan	2	
	https://asianmoviepulse.com/2021/06/film-review-kumbalangi- nights-2019-by-madhu-c-narayanan-2/#google_vignette		
12	The Face of Judas Iscariot- Bonnie Chamberlin	2	
	4 5 6 7 7 8 8 9 10 11	4 Introduction to Poetry – Billy Collins PROFESSIONAL NARRATIVES 5 Introduction 6 P.C. Musthafa at Harvard Kennedy School'(Interactive Session February 11, 2018) https://www.youtube.com/watch?v=01_eOCGNYN8 7 I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora https://kunzum.com/anuja-chauhan-the-fast-and-the-dead-interview/ 8 Mutual Destruction- Dorthe Nors World of Creativity 9 Introduction 10 BBC 2 Bookmark Charles Bukowski 18th March 1995 https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP 11 Kumbalangi Nights (2019)- Madhu C. Narayanan https://asianmoviepulse.com/2021/06/film-review-kumbalangi-nights-2019-by-madhu-c-narayanan-2/#google_vignette	4 Introduction to Poetry – Billy Collins 2 PROFESSIONAL NARRATIVES 7 5 Introduction 1 6 P.C. Musthafa at Harvard Kennedy School'(Interactive Session February 11, 2018) 2 https://www.youtube.com/watch?v=01_eOCGNYN8 2 7 I Write Humour and Social Commentary Based on Indian SocietyMasala, says Anuja Chauhan-Bhavneet Singh Aurora https://kunzum.com/anuja-chauhan-the-fast-and-the-dead- interview/ 2 8 Mutual Destruction- Dorthe Nors 2 9 Introduction 2 10 BBC 2 Bookmark Charles Bukowski 18 th March 1995 https://youtu.be/EGihOkRNwsc?si=z4nCDaGVxja4JWkP 2 11 Kumbalangi Nights (2019)- Madhu C. Narayanan https://asianmoviepulse.com/2021/06/film-review-kumbalangi- nights-2019-by-madhu-c-narayanan-2/#google_vignette 2

IV		Insights from The World Around	8	15			
	13	Introduction	2				
	14	The Silent Child-Chris Overton	2				
		https://www.youtube.com/watch?v=2GbxFIVQv8c					
	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	2				
		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/					
	16	Welcome to the wheelchair of change! - Deepa Malik Published: Feb 23, 2017 <u>https://sportstar.thehindu.com/other-sports/deepa-malik-welcome-to-the-wheelchair-of-change/article17354336.ece</u>	2				
V		wheelchair-of-change/article17354336.ece 3 Practicum 3 Module I: 1. Answer comprehension questions based on the given text "My Immigration Story" by Tan Le. 7 2. Frame and practise self-introduction. 3. Identify jargons used in culinary narratives. 7 4. Prepare a flow chart outlining the stages of personal growth of Tan Le. 5. Recite the poem in the class and create multiple renditions of the poem in					
		Module I:					
		 Immigration Story" by Tan Le. 2. Frame and practise self-introduction. 3. Identify jargons used in culinary narratives. 4. Prepare a flow chart outlining the stages of personal growth of Tan Le. 	7				
		Module II:	7				
		 Read the interview and draft sensible questions. Prepare a mock interview. Prepare a resume for a profession of your choice and create a professional profile. Develop a graphic presentation stating tips for a successful professional development. Write a memoir about any influential figure in your life Prepare a list of successful professions based on your point of view and discuss it in class. Explore how Nors portrays human emotions, desires, and vulnerabilities through her characters. 					
		8. Discuss how Nors develops her characters and the techniques she uses to make them memorable and relatable.					

Modul	e III:	8				
1.	Answer comprehension questions based on the given documentary "BBC 2 Bookmark Charles Bukowski 18th March 1995".					
2.	Recite a short poem with a special focus on pronunciation.					
	Identify major themes of the movie after reading the review.					
	Do collaborative writing exercises (E.g.: Frame a story/ Prepare a small script).					
5.	Connect other stories problematizing humanity and present it in the class.					
	Write a script for an imaginary movie based on given short story.					
7.	Listen to podcasts that analyze literature or interview authors.					
	Participate in discussions analyzing themes, characters, and literary					
	techniques discussed in the podcasts.		1			
Modul	techniques discussed in the podcasts. Module IV: 8					
1.	Discuss major themes of the short film- The Silent Child by Chris Overton.					
2.	Do group presentations on the topic "Diversity and Inclusivity."					
	Identify successful stories of people with disabilities.					
4.	Write an article on sustainable living practices.					
5.	Organise a symposium on the topic climate change and sustainable development.					
6.	Make a short film or video content on local diversity.					
	Prepare and deliver presentations on literary texts, authors, or		1			
	literary movements.		1			
8.	Practice structuring coherent arguments, using evidence from texts					
	to support analyses.					

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.

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C 01	3	-	-	-	2	-	3	2	3	-	-	-	-
C O2	-	-	3	-	-	-	-	-	-	-	3	1	2
C O3	2	-	-	1	3	-	I	-	3	2	-	-	-
C O4	-	3	2	-	-	-	-	1	-	-	1	3	-
C 05	-	-	-	-	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 (20%)
 Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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



CALICUT UNIVERSITY – FOUR-YEAR UNDER

GRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSES IN ENGLISH							
Course Code	ENG1FA101(1B)							
Course Title	ENGLISH LANGUAGE SKILLS FOR HUMANITIES AND OTHER BA PROGRAMMES							
Type of Course	ABILITY ENHANCEMENT COURSE(AEC)-HUMANITIES							
Semester	Ι							
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 commu	nication skills i	n 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):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used
CO1	Develops knowledge, skills and communication that facilitate collaborative abilities.	An	С	Comprehension/Writing Exercises/ General Discussion
CO2	Foster critical thinking to analyze a variety of textual narratives.	U, Ap	С	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	С	Assignments/ Digital Content Creation / Reporting
CO5	Develop creative potential to foster innovation and artistic expression.	C, Ap	М	Blogging/Letter Writing
	emember (R), Understand (ctual Knowledge(F) Conce	// II / \ I	• • • •	
Metao	cognitive Knowledge (M)			

.

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks			
Ι		7	10				
	1 Module Introduction						
	2	I Have a Dream-Martin Luther King Jr https://youtu.be/1jzl0NlTmzY?feature=shared	2				
	3	Anthem- Leonard Cohen https://youtu.be/1jzl0NlTmzY?feature=shared	2				
	4	Art as Social Work -Amy Morales Lara- TEDxCUNY https://youtu.be/9ng1195iXHI?si=NM-TVSTyTFYqmTHq	2				
Π		Speaking	7	10			
	5	Module Introduction	1				
	6	George Carlin on Soft Language https://youtu.be/o25I2fzFGoY?feature=shared	2				
	7	The Death of a Salesman (Act I Scene I)- Arthur Miller	2				
	8	Rip it Out' Dead Poets Society-Dir. Peter Weir https://youtu.be/8x0COtH4Vrw?feature=shared	2				

III		Reading	8	15				
	9	Module Introduction	2					
	10The Second Coming - W B Yeats11'The Frog Prince' Politically Correct Bedtime Stories -James Fin Garner12Optimism: An Essay- Helen Keller							
		https://www.gutenberg.org/files/31622/31622-h/31622-h.htm						
IV		Writing	8	15				
	13 Module Introduction							
	14Speech Prepared by Dr. B R Ambedkar for The 1936 Annual Conference o the Jat-Pat-Todak Mandal of Lahore							
		http://www.ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm#s01						
	15	The World-Renowned Nose-Vaikom Muhammad Basheer	2					
	16 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/						
V		Practicum	30					
	1	Module I:	7					
		 Identify new vocabulary after listening to the speech. Framing questions based on the speech and related issues and 						
		conduct a quiz among learners.						
		 Identifying lyrics (song). Identify other songs with similar themes. 						
		 Find various renditions focusing on the rhythmic aspect. 						
		6. Conduct a debate on whether the social work could be considered						
		as art. 7. After listening Ted talk, test your comprehensive ability by re- narrating the major points.						
		8. Identify the difference between a speech and a Ted talk.						

2	Module II:	7	
	 Conduct debates on language and society after listening to the stand-up. Make individual versions of stand-up on any topic that interests the learner. Identify other stand-up performances which influenced the socio-political scenario. Role play. Organize group discussion based on the topics evolved from the texts. Extempore on literature. 		
3	Module III:	8	
	 Critically evaluate any other literary forms based on the concepts in the poem. Present various point of views after reading the poem. Summarise the socio-political implications of the text. Identify similar stories and interpretations available in your language. Identify new concepts and discuss it with your peers. Find multiple versions and enact it in the classroom. Identify other activists who are working among differently abled community, collect stories and read it in the class. Record audio content based on text in groups. Organise a discussion on govt. policies for the differently abled in India 		
4	Module IV:	8	
	 Write an essay on the themes discussed and submit it as part of your class assignment. Identify other writings which deal with the concepts of liberty, equality and fraternity. Write an article on caste and social formation of India. Prepare an illustration of the story. Write a review on the story. Submit a group project by preparing biographies of Basheer and his contemporary Malayalam writers. Watch the movie in the article and write a review on any other movie you watched. Write a mini-group project on the early history of Malayalam cinema. Rewrite the plot of the movie as short story and submit it as a creative assignment. 		

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.

	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	-	-

Mapping of COs with PSOs and Pos

Corelation level:

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

Assessment Rubrics:

- Quiz/ Midterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

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

Suggested Reading:

- 1. 'Best Man Speech'-Sherlock Homes https://youtu.be/xVVwNzx7elE?feature=shared
- 2. Africa Unite' Songs of Freedom by Bob Marley https://youtu.be/dsT22OX1BIc?si=6R67EHkRw88wWWqi
- 3. A Few Goodmen dir. by Rob Reiner https://youtu.be/2sLcfQKU_co?feature=shared
- 4. Finding Your Voice by Overcoming Speech Disorders (Ted Talk) Aslan Maleki
- 5. <u>https://www.youtube.com/watch?v=gUWWt30oZ3w</u>
- 6. 'Rapunzel' Politically Correct Bedtime Stories James Fin Garner
- 7. 'Fear' -Khalil Gibran
- 8. Arachar- K R Meera
- 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



CALICUT UNIVERSITY - FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	General Foundation Course								
Course Code	ENGIFA101(2)								
Course Title	English	Language Skills	for Sciences	3					
Type of Course	Ability	Ability Enhancement Course (AEC)-Science							
Semester	Ι								
Academic Level	100-199	100-199							
Course Details	Credit	Lecture per week	Tutorial per week	Practicum per week	Total Hours				
	3	2	-	2	60				
Pre- requisites		-		d fundamental knowle linary approach.	edge of				
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								
		S opportunition	<u>,</u>						

Course Outcome:

СО	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	С, М	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	С, М	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
# - Fa	emember (R), Understand (U), Apply actual Knowledge(F) Conceptual Kno cognitive Knowledge (M)			

Detailed Syllabus:

1	Perceptions (Unlocking the Cosmic Secrets)	7	4.0
1	- $ -$	7	10
1	Introduction	1	
2	Questioning the Universe -Stephen Hawking	2	
	https://youtu.be/aCo_aHlN4Zs?si=EYo0Nt-sGexPwRv3		
3	Above Pate Valley- Gary Snyder	2	
	https://www.poetryfoundation.org/poems/47179/above-pate-valley		
4	The Last Stand-Documentary	2	
	https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz		
	Dimensions (Science, Society and Environment)	9	15
5		1	
6	Secularism and Scientific Temper- Pushpa M Bhargava	3	
	https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up		
7	The Dangers of Climate Change-Carl Sagan's	3	
	dangers-of-cl-1481304135		
8	Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154	2	
	Viewpoints (Exploring Scientific Pathways)	6	
9		1	10
10		1	
	https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386		
11	A Day in the Country- Anton Chekhov	2	
	https://www.shortstoryguide.com/read-day-country-anton-chekhov/		
12	C V Raman as a Science Communicator: A historical Perspective -G V	2	
	Pavan Kumar- pp. 4-7		
	https://doi.org/10.48550/arXiv.2403.04773		
	4 5 6 7 8 9 10 11	 Above Pate Valley- Gary Snyder https://www.poetryfoundation.org/poems/47179/above-pate-valley The Last Stand-Documentary https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz Dimensions (Science, Society and Environment) Introduction Secularism and Scientific Temper- Pushpa M Bhargava https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up The Dangers of Climate Change-Carl Sagan's https://gizmodo.com/heres-carl-sagans-original-essay-on-the- dangers-of-cl-1481304135 Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154 Viewpoints (Exploring Scientific Pathways) Introduction The Peace of Wild Things-Wendell Berry https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386 A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/ C V Raman as a Science Communicator: A historical Perspective -G V 	3 Above Pate Valley- Gary Snyder https://www.poetryfoundation.org/poems/47179/above-pate-valley 2 4 The Last Stand-Documentary https://youtu.be/Rb4q_dXo7Bw?si=8W0ZxGT369al5tjz 2 5 Introduction 1 6 Secularism and Scientific Temper- Pushpa M Bhargava https://archive.org/details/AngelsDevilsAndScience/page/n6/mode/1up 3 7 The Dangers of Climate Change-Carl Sagan's https://gizmodo.com/heres-carl-sagans-original-essay-on-the- dangers-of-cl-1481304135 3 8 Light on a Dark Lady- Trends in Biochemical Sciences- Anne Piper - pp.151-154 2 9 Introduction 1 10 The Peace of Wild Things-Wendell Berry https://www.yourdailypoem.com/listpoem.jsp?poem_id=2386 1 11 A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/ 2 11 A Day in the Country- Anton Chekhov https://www.shortstoryguide.com/read-day-country-anton-chekhov/ 2 12 C V Raman as a Science Communicator: A historical Perspective -G V Pavan Kumar- pp. 4-7 2

IV		Aspects (Expressing the Universe)	8	15
	13	Introduction	2	
	14	The Red Room-H. G Wells	2	
		https://gutenberg.org/cache/epub/23218/pg23218.txt		
		https://www.youtube.com/watch?v=Y-eUSgkmhgI		
				_
	15	Writing your Academic Statement of Purpose	2	
		https://gradschool.cornell.edu/diversity-		
		inclusion/recruitment/prospective-learners/writing-your-statement-of-		
	16	purpose/	2	_
	16	Understanding and Preparing your Personal Statement	2	
		https://gradschool.cornell.edu/diversity-		
V		inclusion/recruitment/prospective-learners/personal-statements/	30	
V	1	Practicum Madula Ia	30 7	
	1	Module I: 1. Make the learners listen to the Ted Talk and discuss.	/	
		 Make the learners listen to the red talk and discuss. Conduct an imaginary interview with any scientist and prepare a 		
		transcript.		
		 Organise a debate on any topic derived from the study. 		
		4. Ask the learners to deliver a speech based on the prescribed		
		poem.		
		5. Make the learners listen to the rendition of any poem and make a		
		comprehensive summary of it.		
		6. Make the learners listen to other poems of the same theme.		
		7. Divide the learners into different groups and arrange a discussion		
		on any environment-related topic of contemporary relevance.		
		8. Ask the learners to tell their views about the relationship between		
		man and nature.		
		9. Identify the major issues presented in the documentary and		
		discuss it in a group.		
	2	Module II:	8	
		1. Arrange a group discussion, making learners share their views,		
		thoughts and questions about the importance of secularism.		
		2. Ask the learners to read other essays on scientific temper.		
		3. Ask the learners to prepare a critical review of any article they		
		found in the text- 'Angels, Devils and Science'.		
		4. Organise a discussion on climate change and prepare a report.		
		5. Create slogans/ posters related to environmental protection.		
		6. Prepare biography- Carl Sagan		
		7. Ask the learners to identify and collect information on		
		Biochemistry and its developments through the 20th century.		
		8. Write a short note on 'Light on a Dark Lady', foregrounding		
		major arguments evolved from the write-up.		
		9. Ask the learners to differentiate between social and biological		
		aspects of human life.	1	

3	Module III:	8	
3	 Module III: 1. After listening, encourage learners to share their emotional responses and interpretations of the poem. 2. Reflect on a time when you found peace in nature. Describe the experience through journaling or personal retelling. 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) 4. After listening, facilitate a discussion, prompting learners to share their views and reactions to the story. 5. Let them enact the story after preparing the dialogue. 6. Ask the learners to choose a character from the story and retell 	8	
	 6. Ask the learners to choose a character from the story and retell the story from their perspective. 7. Identify the contemporaries of C V Raman and prepare biographies of any two of your choice. 		
	 8. Organise group discussion on Science and Society. 9. Read the entire article and summarise the major points in the classroom. 		
4	 Module IV: Make the learners identify the use of phrases and phrasal prepositions in the short story and write it down. Ask the learners to write their versions of the story and ask them to read it in the class. Collect stories on the myths regarding the origin of Earth. Organise a discussion on youth and scientific temper. Ask the learners to write a statement of purpose seeking admission to a postgraduate programme and read it in the class. Ask the learners to write a personal statement. Peer reviews the personal statement written by the learners. Create a resume based on both your Statement of Purpose and personal statement. Organise a mock job fare based on the professional SOPs collected from the learners. 	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	PS O 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	3	2	2	2	3	2	2	2	1	1	1	1
CO 2	2	3	3	1	2	2	2	1	2	2	2	1	1
CO 3	2	2	2	2	2	3	2	2	2	1	2	2	1
CO 4	3	2	2	2	2	2	2	1	1	2	2	3	2
C05	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 (20%) Final Exam (70%) Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignm ent	Internal Viva	End Semester Examinations
CO 1	\checkmark	\checkmark		\checkmark
CO 2	\checkmark		\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark		\checkmark
C05	\checkmark	\checkmark	\checkmark	



CALICUT UNIVERSITY – 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	Ι						
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 commun	nication skills i	n English		1		
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):

CO	CO Statement	Cognitive Level	Knowledge Category	Evaluation Tools used					
CO1	Develop knowledge and skills related to human communication that facilitates their ability to work collaboratively with others.	An	С	Comprehension/Writing Exercises/ General Discussion					
CO2	Understand and practice different techniques of communication required to improve and sustain their employability.	U	Ар	Quiz/Debate/Discussion					
CO3	Foster critical thinking to analyse a variety of textual narratives	U	Ар	Personal Narration/ Group Discussion/ Role Play/ Speaking Assignments					
CO4	Develop creative potential to foster innovation and artistic expression.	С	Ар	Assignments/ Digital Content Creation/ Reporting					
CO5	Understand and enhance interview etiquette, G D skills, soft skills and similar managerial skills	С	Ар	Blogging/Letter Writing					
* - Re	* - 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:

Unit	Content	Hrs	Mark s
	Listening	7	10
1	Introduction	1	
2	How to Take the BS Out of Business Speak: Bob Wiltfong	2	
	https://www.youtube.com/watch?v=41fjuqBaUt4		
3	The Next Big Wall Street Stock? It's Trash.	2	_
	https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL_		
4	Hills Like White Elephants- Ernest Hemingway	2	
	https://youtu.be/at-12oL9ED8?si=NxMCKvPnVYHS03xs		
	Speaking	7	10
5	Introduction	1	
6	A Telephonic Conversation-Mark Twain	2	
8	38 Smart Questions to Ask In a Job Interview: The Harvard	2	
-			_
9		2	
	https://www.forbes.com/sites/shephyken/2019/06/30/so-you- want-to-be-a-motivational-speaker/?sh=74e79ab76a54		
	2 3 4 5 6	1 Introduction 2 How to Take the BS Out of Business Speak: Bob Wiltfong https://www.youtube.com/watch?v=41fjuqBaUt4 3 The Next Big Wall Street Stock? It's Trash. https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL_ 4 Hills Like White Elephants- Ernest Hemingway https://youtu.be/at-12oL9ED8?si=NxMCKvPnVYHS03xs 5 Introduction 6 A Telephonic Conversation-Mark Twain 8 38 Smart Questions to Ask In a Job Interview: The Harvard Business Review Guide https://www.youtube.com/watch?v=jzqOLoorgOs 9 So, You Want To Be A Motivational Speaker?- Shep Hyken https://www.forbes.com/sites/shephyken/2019/06/30/so-you-	1 Introduction 1 2 How to Take the BS Out of Business Speak: Bob Wiltfong https://www.youtube.com/watch?v=41fjuqBaUt4 2 3 The Next Big Wall Street Stock? It's Trash. https://youtu.be/G1dx_P36qw?si=mPaMAi-wIV4yCJL_ 2 4 Hills Like White Elephants- Ernest Hemingway https://youtu.be/at-l2oL9ED8?si=NxMCKvPnVYHS03xs 2 5 Introduction 1 6 A Telephonic Conversation-Mark Twain 2 8 38 Smart Questions to Ask In a Job Interview: The Harvard Business Review Guide 2 https://www.youtube.com/watch?v=jzqOLoorgOs 2 9 So, You Want To Be A Motivational Speaker?- Shep Hyken https://www.forbes.com/sites/shephyken/2019/06/30/so-you- 2

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

V	Practicum			
	1	Module I:		
		 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. 	8	
		 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. 		
		 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. 		
		 Organise debate on locally devised systems of waste management. 		
		5. Critically watch the documentary and try to identify the market intervention.		
		6. Give a speech on the waste management system implemented in your institution.		
		7. After listening to the story, learners are directed to rewrite it within a given time.		
		8. Listen to the audio books of your choice and produce transcripts as the assignment.		
		 Record a story in your voice and exchange it with your peers for review. 		

 Role Play Learners are divided into groups and various customer service scenarios, such as The impatient customer A product fails to meet expectations The angry customer The frugal customer Onboarding training request Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher. Minutes Tracking Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings. Mock Interview Learners are instructed to prepare a list of the most common job interview questions and present them in class. The most appropriate answers for each of them can be framed after discussion, and a mock job interview can be conducted by the teacher. Organise a class on motivational speaking after listening to the content. Imagine yourself as a motivational speaker and give a speech to your class. Write a speech on a relevant topic and submit it as assignment. 	2	Module II:	8	
		 Role Play Learners are divided into groups and various customer service scenarios, such as The impatient customer A product fails to meet expectations The angry customer The frugal customer Onboarding training request Learners can prepare conversation scripts for these contexts and present them in the class with the help of the teacher. Minutes Tracking Learners are given minutes of any previously conducted meetings and asked to speak on what has happened in those meetings. Mock Interview Learners are instructed to prepare a list of the most common job interview questions and present them in class. The most appropriate answers for each of them can be framed after discussion, and a mock job interview can be conducted by the teacher. Organise a class on motivational speaking after listening to the content. Imagine yourself as a motivational speaker and give a speech to your class. Write a speech on a relevant topic and submit it as 		
3	Module III:	7		
---	---	---	--	
	 Review Books Learners are asked to prepare a book review of the prescribed text 			
	(Chapter 2) after carefully reading it.			
	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.			
	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.			
	4. Create a social media post on the story you have read.			
	5. Identify other stories from the same author and read it in the class.			

Module IV:		7	
1. 2. 3. 4. 5. 6. 7. 8.	Designing Questionnaire-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. Mock Meetings-Organise mock meetings in class by assigning duties to groups 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. After reading the declaration, make a comparison of the labour codes implemented in India with respect to the goals of ILO. Read and write detailed notes on each labour code introduced in India. Organise a discussion on the nature of the relationship between the Labourers and Employers. Make a summary incorporating major points from the interview you read. Write a report on any other interviews given by well-known entrepreneurs. Construct appropriate questions to interview successful entrepreneurs.		

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 (20%)
 Final Exam (70%)

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

Mapping of COs to Assessment Rubrics:

Suggested Reading:

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



CALICUT UNIVERSITY – FOUR-YEAR UNDER

GRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FO	GENERAL FOUNDATION COURSE							
Course Code	ENG2FA103(1	ENG2FA103(1A)							
Course Title	ADVANCED E	ADVANCED ENGLISH LANGUAGE SKILLS FOR LITERATURES							
Type of Course	ABILITY ENH	IANCEMENT	Γ COURSE (A	AEC)-LANGU	AGES				
Semester	2								
Academic Level	100-199								
Course Details	Credit	Lecture per	Tutorial	Practical	Total Hours				
		week	per week	per week					
	3	2	-	2	60				
Pre-requisites	Basic commun	ication skills i	n English						
Course Summary	LSRW skills. It honing their ab analysis, persua	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/Discussio n
CO2	Enhance language learning through personal, social land professional contexts.	U	М	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.	С	Р	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.	С	Р	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	Р	Assignments in Digital Platforms
	emember (R), Understand (U), App			
	tualKnowledge(F)ConceptualKnov vledge (M)	wiedge(C)Proc	eduralKnowledg	e(P)Metacognitive

Detailed Syllabus:

Mod	Un	Content	Hrs	Mar
ule	it		7	ks 10
Ι	1	Listening and Speaking: Language and Performance	1	10
	1	How to speak so that people want to listen- Julian Treasure https://youtu.be/eIho2S0ZahI?si=EhMXXhYRT1zlrZLe	1	
		hups.//youtu.be/emo2302am/si-EmviAAn+K112h2Le		
	2			
		Oslo City Hall, Norway.		
		https://www.nobelprize.org/prizes/peace/2014/satyarthi/lecture/		
	3	A Love Letter To Mom- Rajasekhar Mamidana	2	_
		https://youtu.be/yz2bZgPSyH0?si=2wOXKt7G0MEvTmrG		
	4	When Love Arrives -Sarah Kay & Phil Kaye	2	
		https://youtu.be/cPG6nJRJeWQ?si=6iCT3yOTgGXZFB3o		
II		Language in Writing and Reading	7	15
	5	The Gypsy Goddess (Chapter 10 Mischief by Fire)- Meena	2	
		Kandasamy		
	6	Total Eclipse- Anne Dillard	2	
	7	Abandoned Schoolhouse on Long Branch-Fred Chappell	1	
	8	Assembly Line - B. Traven	2	
III		Language and Cultural Communication	8	10
	9	Balyakalasakhi (chapter3) – Vaikkom Muhammed Basheer	2	
	10	RE Asher interview with K. Jayakumar IAS on translating	2	
		Basheer.		
		https://youtu.be/5gC5NB4ve5o?si=hcIJfIz50Xvl2QQS		
	11	The Ceaseless Rain – Rafeeq Ahammed (translated by Anitha	2	
		Varma)		
	12	Michael Jackson: The Earth Song	2	
IV		Language and the Digital Space	8	15
	13	Social media writing- Creative cyber writing, trolls, usage of	2	
		memes in digital communication, hashtag		
		https://youtu.be/qVqcoB798Is?si=EvJMbKlbo7lTagko		
	14	The Digital Personal Data Protection Act, 2023-Chapter 1	2	1
		https://www.meity.gov.in/writereaddata/files/Digital%20Personal		
		%20Data%20Protection%20Act%202023.pdf		
	15	Cyberbullying: What It Is, The Effects It Can Have On Teens,	2	1
		And Signs To Watch For		

		https://yc	outu.be/Y9D2PFD7nTI?si=2xwtuDr4esL-p30k					
	1.6		a.t. a		-			
	16		n Cyber Space	2				
N7		Etiquette in Formal and Informal Contexts Practicum 30						
V	1		30					
	1	Module		8				
		1.	Extempore Speeches on any relevant topics given by the instructor. Peer as well as teacher evaluation of the speech.					
		2.	Prepare a topic and present it before an audience/ class.					
		3.	Listen and paraphrase talks/speeches (Instructor can give selected speeches or talks)					
		4.	Assignment: Listen to 2 TED talks or speeches and present your idea in class. The presentation will be peer-evaluated.					
		5.	List the speaking techniques presented in the video by Julian Treasure.					
		6.	Comprehend and critically respond to the speech by Kailash Satyarthi.					
		7.	Comment on the presentation style of Rajasekhar Mamidana.					
		8.	After listening to the poem, restructure it as a conversation/speech/story.					
	2	Module	П:	7				
		1.	Co-writing stories (The instructor can give topics).					
		2.	Writing life narratives.					
		3.	Reading and forming multiple perspectives from given pieces.					
		4.	Prepare a short note on the socio-political background of "The Gypsy Goddess".					
		5.	Find out similar stories and write a brief appreciation of them.					
		6.	Comment on your experience with nature.					
		7.	Write a review of the poem.					
		8.	Critically evaluate the narrative style of the story by B. Traven					

			7	
3	Module		7	
	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.		
	2.	Identify major translated contemporary poems from		
		Malayalam literature and prepare a write-up.		
	3.	Compare and contrast human and machine translation-		
		a prose passage translated by the learner and Google		
		translator.		
	4.	Collect critical essays on Basheer and share it in the		
		class.		
	5.	Comment on the treatment of 'love' in Balyakalasakhi.		
	6.	How is parental affection treated in 'The Ceaseless Rain'?		
	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.		
	8.	After listening to 'The Earth Song', find songs or		
		poems problematising similar themes from your		
		language.		
	9.	Rewrite the song and submit it as a creative		
		assignment after listening to the performance in the		
		class.		
4	Module	IV:	8	
	1.	Make short videos on cyber bullying.		
	2.	Find out Hashtag movements and conduct discussions		
		on how language is used in them.		
	3.	Find out issues related to ethics in digital spaces and		
		find out examples.		
	4.	Give a topic for social media writing and do peer		
		evaluation.		
	5.	Write an article on Digital Space.		
	6.	Create trolls and conduct a debate on the effectiveness		
		of trolls in the process of communication.		
	7.	Conduct a group discussion on Netiquette.		
	8.	Prepare a speech on Cyber bullying.		

Note: The course is divided into five modules, with four having total 16 fixed units and one openended 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	P07
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
I	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Assignment/Seminar Presentation
- Group Discussion/Debates
- Midterm Exam
- Viva
- LSRW exercises
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assign ment	Seminar Presentation	End Semester Examinations
CO1	\checkmark	\checkmark	\checkmark	\checkmark
CO2	\checkmark	\checkmark		\checkmark
CO3	\checkmark	\checkmark	\checkmark	\checkmark
CO4	\checkmark	\checkmark	\checkmark	\checkmark
C05	\checkmark	\checkmark		\checkmark



CALICUT UNIVERSITY -FOUR-YEAR

UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FO	GENERAL FOUNDATION COURSE							
Course Code	ENG2FA103(1	ENG2FA103(1B)							
Course Title	ADVANCED	ENGLISH LA	NGUAGE S	KILLS FOR					
	HUMANITIE	S AND OTHE	E <mark>R BA PRO</mark> G	RAMMES					
Type of Course	ABILITY EN	HANCEMEN	T COURSE(A	AEC)-HUMA	NITIES				
Semester	2								
Academic	100-199								
Level									
Course Details	Credit	Lecture per	Tutorial	Practical	Total Hours				
		week	per week	per week					
	3	2	-	2	60				
Pre-requisites	Basic commun	nication skills i	n English						
Course	The course is d	esigned to ena	ble learners of	the Humanitie	es stream to				
Summary	enhance their c	ommunication	skills and ma	ximize their ca	pacity to				
	comprehend, to	o critically thin	k and to intera	act effectively i	n an English-				
	speaking acade	mic environme	ent.						

Course Outcomes (CO):

СО	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	Р	Quiz/ Role Play
CO3	Enhance interpersonal and digital communication proficiency for societal intervention	U	М	Oral Presentation/ Blogging/ Vlogging
CO4	Inculcate creative ideas and expressions and present them effectively	С	М	Travel Writing/ Digital Content Creation/ Recipe Writing
C05	Understand and practice Interview Skills, GD skills and other skills essential for employability	С	C	Role Play/ Group Discussion
# - Fa	emember (R), Understand (actual Knowledge(F) Conce cognitive Knowledge (M)			

•

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
Ι		Assertive Communication: Cultivating Self-Worth	7	15
	1	Still, I Rise- Maya Angelou	2	
	2	Conversation between Gandhi and Narayana Guru (1924)	1	
	3	Born a Crime -Trevor Noah	2	
		https://youtu.be/dEsWOZjjVt8?si=uFArisQeICQtuse2		
	4	Investigation of a Dog-Franz Kafka	2	
II	Str	ategic Communication: Achieving Objectives Together	7	15
	5	'World': 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	
III			8	10
	9	The True Story of the Three Little Pigs- Jon Scieszka.	2	
	10	Act with hope, Ignore the trolls-Greta Thunberg https://youtu.be/YXezjC_s2Vw?si=N0haoOVsK4izqEkE	2	
	11	Bezwada Wilson in conversation with Perumal Murugan	2	
		https://www.thehindu.com/society/bezwada-wilson-in-		
		conversation-with-perumal-murugan/article22260315.ece		
	12	The Black Ball- Ralph Ellison	2	
IV	In	terventional Communication: Strategies for Impactful Engagement	8	10
	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	2	
		For Our Lives Movement Shaped by Social Media'-Edgar		
		Klaussner.		
		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/		
	16	The Corpse Exhibition-Hassan Blassim	2	

V			PRACTICUM	30	
	1	Module I		8	
		1.	Speaking Exercise: Sharing personal triumphs		
		2.	After reading the poem, identify major themes		
			discussing it with your peers and write down your		
			combined observation on oppression and resistance.		
		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.		
		4.	Critically read and analyse the conversation between		
			Gandhi and Guru with respect to the idea of religion		
			and community.		
		5.	Research on Kerala Renaissance and identify any		
		5.	three contemporaries of Narayana Guru and present		
			their contribution in the class.		
		6.	After listening to the interview, prepare a speech		
		0.	analysing apartheid practised in South America.		
		7.	Write a short story as creative exercise imagining the		
		/.	emotional turmoil experienced by children 'Born a		
			Crime'.		
		8.	Trace the history of animal rights movement and		
		0.	identify the animal protection acts implemented in		
			India.		
		9.			
		9.	After reading the short story conduct a discussion on human centric and non-human centric narratives.		
	2	Module I		8	
	2	1.	Group Discussion: Create a travel plan for a class	0	
		1.	tour, considering transportation, accommodation,		
			and attractions.		
		2			
		2.	Travel Itinerary: Prepare a detailed travel itinerary		
			for a tourist destination, discussing logistics and		
			scheduling.		
		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.		
		4.	Asses the contribution of Nehru as a man of letters		
			and present it in the class.		
		5.	Write an article on the civil rights movement.		
		6.	The intervention of Market in determining the		
			outcome of any revolution- GD and Report.		
		7.	Identify war poems and present it in the class.		
		8.	Create imaginary responses to the atrocities		
		0.	happening in various war zones familiar to us		
			through media.		
]		unougn mouta.	L	

3	Module III:	7	
-			
	perspectives.		
	3. News Report: Learners write balanced news		
	reports based on interview.		
	4. Group Discussion and mini report on media and		
	activism.		
	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'.		
4		7	
	•		
	1 1 1		
	-		
	3	 After listening to the story, Stone Pot (Audio Text) create your own version. <u>https://youtu.be/U1Avo5FJ250?feature=shared</u> Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives. News Report: Learners write balanced news reports based on interview. Group Discussion and mini report on media and activism. 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'. Identify literary works of your region problematising the manual scavenging. Prepare a short history of labour movements American South. The concept of Class and Race- GD and Report. 	1. After listening to the story, Stone Pot (Audio Text) create your own version. https://youtu.be/U1Avo5FJ250?feature=shared 2. Interview Skills: Learners prepare questions and interview characters of the story to understand their perspectives. 3. News Report: Learners write balanced news reports based on interview. 4. Group Discussion and mini report on media and activism. 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'. 6. Identify literary works of your region problematising the manual scavenging. 7. Prepare a short history of labour movements American South. 8. The concept of Class and Race- GD and Report. 4 4 Module IV: 7 1. Prepare a speech on the role of patriarchy in Eastern cultures giving emphasis to your locality. 2. Conduct a survey among your peers focusing on the gender roles they practise at home and analyse the data collected. 3. Write a script based on the short story you studied. 4. Create hashtags, posters, blogs, short films etc from the story you read. 5. Digital Advocacy Strategies and Communicating in Social Media. 6. Identify similar movements in various social spaces and prepare an article on them. 7. Explore how the characters in "The Corpse Exhibition" cope with trauma, guilt, and survival instincts. 8. Discuss the ethical di

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	P07
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 (20%)Final Exam (70%)

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

Mapping of COs to Assessment Rubrics:



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE

PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERA	GENERAL FOUNDATION COURSE						
Course Code	ENG2FA	103(2)						
Course Title		ADVANCED ENGLISH LANGUAGE SKILLS FOR SCIENCES						
Type of Course	ABILITY	ABILITY ENHANCEMENT COURSE (AEC)-SCIENCE						
Semester	2	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 unde	erstanding in Sci	ience and Cor	nmunication				
Course Summary	imbibe scie enhance co comprehen	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):

СО	CO Statement	Cognit ive	Knowle dge	Evaluation Tools used
		Level	Category	
CO 1	Inculcate Scientific Temper and Experiential Learning	U, An	С	Comprehension/General Discussion/Presentation/Audio& Video
CO 2	Amalgamate Science& humanities together on par with creativity	U	Е	Assignment/Presentation/Debate/Rolepla y/Mime/Street Play
CO 3	Critic al thinki ng& Probl em- solvi ng	U,E	Ар	Group Discussion/Role Play/Assignments/Presentation
CO 4	Insight into global crisis, Inculcate moral and ethical values	U,C	Ар	Assignments/ Digital Content Creation/Reporting
CO 5	Multidisciplin ary Approach	С	Ар	Blogging/Presentation/Assignment
*-R	Remember(R), Un	derstand(U)	,Apply(Ap),A	Analyse(An),Evaluate(E),Create(C)
	ctualKnowledge(l lge(M)	F)Conceptua	lKnowledge(C)ProceduralKnowledge(P)MetacognitiveKno

Detailed Syllabus:

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

		Practicum	3
1	Modu	le I:	8
	1.	Prepare a short note on the features of science fiction and how it is different from other short stories.	
	2.	Compare and contrast 'The Fourth State ' with any of the films you have watched and prepare a write up.	
	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.	
	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.	
	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.	
	6.	Identify popular songs celebrating Science and invention and read it in the class then critically evaluate themes of the same.	
	7.	Prepare a short travelogue of your visit to any forest / streams	
	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.	
2	Modu	le II:	8
	1.	Write a short note on any discovery of science that has changed the life of humans in the 21st century.	
	2.	Discuss on any five interesting inventions that have made life easy and comfortable and make group presentations.	
	3.	Conduct a GD on Einstein and his contributions to the world of science.	
	4.	Prepare a picture Quiz on Scientific inventions and discoveries.	
	5.	Write an essay on how the material interests may shape colonial exploration by drawing instances from the history of science.	
	6.	Discuss the fusion of facts and fantasy in science fiction.	
	7.	Find out the distinction between scientific reality and common notion of the universe in the light of reading 'The Star'.	
			1

3	Modu	le III:	7
	1.	After reading 'On Earth as in the Heavens', discuss about the intersection of	
		science, religion, and philosophy.	
	2.	Prepare a short note on the potential conflicts between scientific discoveries and	
		religious teachings in 'On Earth as in the Heavens'.	
	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.	
	4.	Discuss how Szymborska uses poetry to engage with complex philosophical and	
	_	scientific concepts.	
	5.	Discuss about various elements that create a good triller in the light of your	
	6	reading 'A Study in Emerald'.	
	6.	Compare 'A Study in Emerald' with any crime thriller in print or on screen.	
	7.	Create visual or multimedia interpretations of the poem through art,	
		photography, or digital media. These interpretations can be shared and evaluated	
	8.	among the peers.	
	0.	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.	
		interature, and the beauty of interdisciplinary learning.	
4	Modu		7
	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.	
	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	
	2	structures, and potential socioeconomic impacts.	
	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	
	4	activities.	
	4.	Submit an assignment on scientific revolution and social transformation of Europe and read it in the class.	
	5	Visual media presentations can help foster scientific temper very significantly.	
	5.	Examine the statement referring to 'A Trip to Infinity'.	
	6	The universe will impress the youth with its immensity and mystery. Conduct a GD	
	0.	and prepare a report.	
	7.	Draft a detailed write-up on the concept of scientific temper after watching	
	, .	'Scientific Temper by Indian Scientists'.	
	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	

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-skillselizabeth-zandstra?utm_source=share&utm-medium=member-android&utmcampaign=share via
- 3. <u>www.splashlearn.com/ela-games</u>
- 4. www.Cambridgeenglish.org
- 5. <u>www.Journalbuddies.com</u>
- 6. www.splashlearn.com/ela-game

Mapping of COs with PSOs and POs:

	PS	PSO	PSO	PSO	PSO	PSO							
	0	2	3	4	5	6	PO	PO	PO	PO	РО	PO	P0
	1						1	2	3	4	5	6	7
	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 1													
	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 2													
	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 3													
	3	3	3	3	3	3	2	2	1	3	1	2	2
CO 4													
	3	2	3	3	3	3	2	2	2	2	3	2	1
C05													

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/SeminarMidterm Exam
- Viva
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO1	\checkmark	\checkmark		\checkmark
CO2	\checkmark	\checkmark		\checkmark
CO3	\checkmark	\checkmark		\checkmark
CO4	J			J
CO5	, ,	, ,/		, ,/



CALICUT UNIVERSITY - FOUR-YEAR UNDER

GRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

ABILITY ENHANCEMENT COURSE (AEC)

Programme	GENERAL FOUNDATION COURSE								
Course Code	ENG2FA103(3	ENG2FA103(3)							
Course Title	ADVANCED	ADVANCED ENGLISH LANGUAGE SKILLS FOR							
	COMMERCE	AND MANA	GEMENT						
Type of Course	ABILITY EN	HANCEMEN	T COURSE(AEC)- COM	MERCE AND				
	MANAGEME	INT							
Semester	2								
Academic Level	100-199								
Course Details	Credit	Lecture per	Tutorial	Practical	Total Hours				
		week	per week	per week					
	3	2	-	2	60				
Pre-requisites	Basic Commun	nication Skills	in English						
Course Summary	The course is d	esigned to ena	ble commerce	e stream learne	ers to enhance				
	their communic	cation skills in	general and a	ugment their p	presentation				
	and public spea	king skills in	common and	discipline-spea	cific				
	environments.								

Course Outcome (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	С	Assignments/Discussion
CO2	Enhance language learning through personal, social land professional contexts.	U	М	Assignments & Team Exercise
CO3	Perspective formation and articulation	E/C	С	Public Speaking Exercises/Debates
CO4	Deliver impactful presentations and speeches with confidence utilizing effective rhetorical techniques, body language and visual aids.	С	Р	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.		Р	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	Р	Assignments in Digital Platforms
#-Fa	Remember (R), Understand (U), App actualKnowledge(F)ConceptualKno wledge (M)			

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
Ι		Success Narratives	7	15
	1	Standford Commencement Address-Steve Jobs	1	
		https://youtu.be/UF8uR6Z6KLc?si=Xze8xBjdTCLN8Onh		
	2	The earth is a living thing-Lucille Clifton	2	
	3	The Mexican- Jack London	2	
	4	Forrest Gump(1994) -Dir. Robert Zemeckis	2	
II		Specimens from The Literary World	7	15
	5	Express- Stephen Spender	2	
	6	Fifteen Years-RK Narayan	2	
	7	The Bennets- A Scene from the dramatized version of	2	
		Jane Austin's Pride and Prejudice		
	8	Luigi Pirandello's speech at the Nobel Banquet	1	
III		Words and World	8	10
	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	2	
		Feeding-Imtiaz Dharker		
	12	Opening Google I/O 2023- Sunder Pichai	2	
		https://www.youtube.com/watch?v=ixRanV-rdAQ		
IV		Articulations in Black and White	8	10
	13	Abdulrazak Gurnah-Nobel Prize in Literature 2021 at the	2	
		Swedish Academy (Interview)		
		https://youtu.be/gu1TqDhnLlw?si=_49BxDutB47MrDRU		
	14	The Lottery- Sheryl Sandberg	2	
	15	Wasteland of the Free-Iris DeMent	2]
	16	Long Walk to Freedom- Nelson Mandela (chapter 10-	2	
		Last Two pages)		

V	Practicum	30	
•	 Module I: Jobs' leadership style and philosophy are evident throughout his speech. Analyse his insights and discuss effective leadership qualities. Jobs' talk 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. Use the poem as a starting point for a discussion and review on environmental stewardship and the importance of protecting the Earth. Prepare an action plan for the learnerst o participate in the environmental conservation efforts in their community. Trace out the elements of adventure and survival in The Mexican Comment on the narrative techniques employed by Jack London to make his stories highly readable. 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. Discuss and write a short note on real-world issues such as homelessness or refugee crises and survival issues. Prepare a speech on the themes of kindness, compassion, and service to others portrayed in the film. 	30 7	

2	Module	II:	7	
	1.	Conduct a discussion on the topic of		
		Technological inventions and innovations and		
		human progress in the light of the poem		
		'Express'.		
	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.		
	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.		
	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.		
	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.		
	6.	Discuss and write a critical appreciation of the		
		various aspects of "The Bennets" scene, such as		
		family dynamics, social class, marriage		
	7	expectations, and gender roles.		
	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		
	8.			
	0.	Write your ideas on how to educate your mind		
		and exchange it with your peers then collect		
		everything together to read in the classroom.		

3	Module l	П:	8	
	1.	Discuss the factors which make The Gift of the		
		Magi an all-time favourite.		
	2.	Comment on the 'O Henry twist ' that renders a		
		special charm to his stories.		
	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		
	4.	'Literacy will be read, and democracy will be dead		
		as well.' Examine this statement and conduct a		
		debate.		
	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		
	6	discussion in your class		
	6.	Collect details in groups and prepare a write up on		
	_	literature of the Diaspora.		
	7.	Innovation is the soul of entrepreneurship.		
		Examine the statement after watching Sunder		
	0	Pichai's speech		
	8.	Conduct a GD on the impact of digital technology		
		on the youth.		

4	Module IV:	8	
	 Prepare a research project on a specific aspect of Abdulrazak Gurnah's life or work. 		
	 Explore critical responses to Abdulrazak Gurnah's work and discuss different interpretations and analyses. 		
	 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, 		
	4. Prepare an imaginary conversation with the writer as a creative assignment highlighting the aspects of savagery in perceivably modern cultures.		
	5. Listening to the song and identify themes of wealth gap and disparity then divide into group and prepare a presentation		
	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.		
	7. Analyse Mandela's commitment to social justice and service to others and prepare an article.		
	 Conduct a GD on Mandela's strengths, weaknesses, motivations, and how he evolves as a character in his autobiography. 		

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	PSO	PSO	PSO	PSO	PSO							
	0	2	3	4	5	6	PO	PO	PO	PO	PO	PO	P 0
	1						1	2	3	4	5	6	7
<u> </u>	3	2	3	3	3	3	2	2	1	2	1	2	2
CO 1													
<i></i>	3	3	3	3	2	3	3	2	2	1	2	1	3
CO 2													
	3	3	3	3	3	3	3	3	2	1	2	2	1
CO 3													
	3	3	3	3	3	3	2	2	1	3	1	2	2
CO 4													
C05	3	2	3	3	3	3	2	2	2	2	3	2	1
C05													

Correlation Levels:

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

Assessment Rubrics:

- Quiz/Assignment/Quiz/Discussion/Seminar •
- Mid-term Exam
- Viva
- Assignments (20%)Final Exam (70%)

Mapping of Cos to Assessment Rubrics:

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



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP) GENERAL FOUNDATION COURSE

III SEMESTER MULTI-DISCIPLINARY COURSE (KS)

Programme	GENERAL FOUNDATION COURSE							
Course Code	ENG3FM107(1A)							
Course Title UNDERSTANDING KERALA: CULTURAL AND LITERAL PERSPECTIVES					TERARY			
Type of Course	MULTI-DISC	MULTI-DISCIPLINARY COURSE (MDC)- BA LANGUAGES						
Semester	ester 3							
Academic Level 100-199								
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre-requisites Basic communication skills and aptitude to understand and appre literature.								
Course Summary	This course intends to provide learners with an overview of the social and cultural evolution of Kerala Society through literature. It aims at encouraging the learners to connect with local culture, history and heritage. The learner shall understand the power structures that shaped Kerala's socio-cultural systems.							

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used			
CO 1	Comprehend the socio- cultural specificities and nuances that shaped Kerala.	U, R	C, F	Writing Articles, Identification and Compilation of narratives of cultural importance, Creating videos and voice- overs.			
CO 2	Imbibe the ability to critically analyse Kerala society's inherent ironies and contradictions.	U, An, E	С, М	Reviews concerning marginalized communities, Debates, activities involving dialects			
CO 3	Understand the plurality of the socio-cultural landscape of Kerala through divergent historical/cultural formations.	R, U, E	F, C, P	Poster making, Interviews, Field Trip, Activities concerning local cultures, Panel Discussions			
CO 4	Grasp the importance of translations and re- telling in the vernacular.	Ap, C	С, Р	Translation activities, Transcription activities, Conducting interviews			
CO 5	Develop a sense of creative and critical thinking by voyaging through different art forms of Kerala.	Ap, C, E	Р	Exhibition, Reading and reviewing stories, Writing Reports, Enact plays			
# - F	 * - 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	Hour s	Mark s (50)
Ι		Historical and Cultural Chronicles	10	10
	1	A Ballad of Kochi- Parvathy Dhananjayan <u>https://allegralaboratory.net/academic-fictions-a-ballad-of-kochi/?print=pdf</u>	2	
	2	 a) Early Influences: Who Shaped Kerala Food?- Tanya Abraham <u>https://www.youtube.com/watch?v=0p3i-Tj5NvA</u> b) Late Influences: The Colonisers- Tanya Abraham <u>https://youtu.be/q6qpSApjcwo?si=Vj3FGKAHp1nBHTBo</u> 	4	
	3	The View from Chavittunadakam's Stamping Grounds- Saraswathy Nagarajan <u>https://www.thehindu.com/entertainment/art/the-fragments- of-illusion-an-award-winning-documentary-on- chavittunadakam/article36857615.ece</u>	2	
	4	<i>Kandittund! (Seen It!)</i> – Dir. Adithi Krishnadas <u>https://www.youtube.com/watch?v=DxYbfJUOOMQ</u>	2	
		 Suggested Activities: 1. Discussion of folktales and legends that reveal the history and culture of the learner's region. 2. Poster Exhibitions on the history of the region and its socio-cultural and political evolution. 3. Write an article on any of the regional performances. 4. Create a video on the local history of the learner's region along with a voiceover. 		

II		Literary Lens	7	15
	5	Casteism- Sree Narayana Guru.	2	
	6	Photos in Various Poses- K. G. Sankara Pillai	2	
	7	Onion Curry and the Nine Times Table- Priya A. S.	1	
	8	Pranavayu- Ambikasudhan Mangad	2	
		 Suggested Activities: Identifying and showcasing local cuisine and local art forms. Read stories about casteism in Kerala. Compile the names and activities of leaders who changed the socio-cultural scenario of Kerala Write a review of a story from a feminist perspective. 		
III		Voices from the Margins	9	15
	9	Excerpt from 'The Dancer of Kannur' from <i>Nine Lives in</i> Search of the Sacred in Modern India- William Dalrymple- pp. 41-65	2	
	10	The Female Onlooker - Vijayaraja Mallika (Trans. Jintu Alias)	1	
	11	Biriyani- Santhosh Echikanam	2	
	12	Aggedu Nayaka (The Mother Tongue) – Dir. Sindhu Sajan & Mithra Sindhuhttps://youtu.be/JeihzfPnNCQ?si=srEiCiS86j2SkP3xhttps://youtu.be/qzGlkkSr9iY?si=4bUOg0kIwuXdG_Jg	4	
		Suggested Activities:		
		1.Identify dialects from your district and write a newspaper report on them.		
		2. Write a review of any one narrative from a marginalized community.		
		3. Attempt translating a story about a marginalized community from Malayalam.		
		4.Enact a play adapted from a story about the marginalized community from Kerala.		

IV		Popular Narratives	10	10
	13	Excerpt from the Introduction to <i>The Ivory Throne:</i> <i>Chronicles from the House of Travancore</i> - Manu S. Pillai, pp. 14-26	3	
	14	1956 Central Travancore - Dir. Don Palathara	3	
	15	How I Learnt to Live -Noor Jaleela https://www.youtube.com/watch?v=TdH-Q6uvX4Q	2	
	16	The Rich Man's Vessel - Tales from Kerala- Folktales ofIndiahttps://www.youtube.com/watch?v=kLQaGGjbQY8	2	
		 Suggested Activities: 1.Field trip to a culturally relevant site. 2.Conduct and transcribe an interview with a person who is an expert in vernacular literature. 3.Conducting an exhibition showcasing local culture. 4.Attempt to translate vernacular folktales or legends into English. 		
V		Open Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

- 1. Kerala Studies: Multicultural and Democratic Vision Dr. Ajay S Sekhar https://www.youtube.com/watch?v=2mgqf53-F9g
- Searching for Old Histories: Social Movements and the Project of Writing History in Twentieth-Century Kerala'- Sanal Mohan *History in Vernacular*. Ed. Raziuddin Aquil & Partha Chatterjee
- 3. Eating With History: Ancient Trade-Influenced Cuisines of Kerala- Tanya Abraham
- 4. Ten Women Writers of Kerala- Ed. Sreedevi K. Nair & Mary Nirmala
- 5. Sancharikal Kanda Keralam- Velayudhan Panikkassery

- 6. *Aithyhyamala (The Great Legends of Kerala)* Vol.1 Kottarathil Sankunni (trans. Sreekumari Ramachandran.
- 7. The Keralolpatti as History from The Early Medieval in South India Kesavan Veluthat.
- Growth of Political Consciousness among Women in Modern Kerala- Meera Velayudhan. *Perspectives on Kerala History, Kerala State Gazetteers* Vol. 2. Ed. P. J. Cheriyan.
- 9. The God of Small Things-Arundhathi Roy
- 10. Chapter 6: Conclusion from Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921- K.N. Panikkar.
- 11. Cultural Formations of Kerala- B Rajeevan. Essays on the Cultural Formations of Kerala. Ed. P.J.Cherian
- 12. Kulasthreeyum, ChandapennumUndayethengane- J Devika
- 13. Kerala Renaissance: Chavaraachan, Narayana Guru, VakkomMaulavi- Geo Kannankulam<u>https://www.academia.edu/37319913/Kerala_Renaissance_Chavara_achan</u> <u>Narayana Guru Vakkom Maulavi</u>
- 14. Farmer from Kerala to Start Dictionary of Tribal Dialects- Asianet News Report https://www.youtube.com/watch?v=giBswnuFtFQ

15. Lore, Legends and Folktales from Kerala: Selections from Aithihyamala- Vrinda Varma Mapping of COs with PSOs and POs:

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
CO 1	1	2	3	1	2	3	3	2	2	3	-	1	2
CO 2	2	3	3	2	2	3	3	2	2	2	3	3	3
CO 3	2	3	3	1	2	3	3	3	3	2	3	2	3
CO 4	3	2	3	2	3	2	2	1	3	3	-	1	2
CO 5	3	2	3	2	3	2	3	2	2	2	3	2	3

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	\checkmark
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE (MDC

Programme	GENERAL FOUNDATION COURSE						
Course Code	ENG3FM107(1B)						
Course Title	UNDERSTANDING KERALA: SOCIETY, ECONOMY AND ECOLOGY						
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- HUMANITIES AND OTHER BA PROGRAMMES						
Semester	3						
Academic Level	100-199						
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours		
	3	3	-	-	45		
Pre-requisites	Basic Knowled	lge of the hist	tory of Kerala	and Malayala	m literature.		
Course Summary	The course aims to equip learners with an in-depth understanding of contemporary socio-cultural, political and economic concerns of Kerala society. The course incorporates literary texts, and visual media to explore the lives of different sections of the Kerala population and their contribution to Kerala society. Through the modules, the learners will understand the contemporary changing socio-cultural and economic situations in Kerala.						

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used			
CO 1	Define and discuss the pluralistic nature of Kerala, delving into various cultural and linguistic dimensions.	U, A	С	Writing Features, Articles, Seminars, Discussion			
CO 2	Analyse contemporary social issues, examining their impact on Kerala society.	U, Ap, An, E	F, M	Review, Presentation. Discussion, Debates, and Creating short videos.			
CO 3	Examine the changing economic landscape of Kerala and its implications on socio- cultural structures.	An, E	F, C, P	Field Trip to a local site, Report			
CO 4	Discuss and analyze the ecological challenges confronting Kerala, examining the complex interplay between climate change, environmental degradation and human activities	U, Ap, An, E	C, P	Panel discussions, News Reporting, Survey			
CO 5	Discuss and examine the cultural pluralism and multiculturalism prevalent in Kerala society and understanding of the socio-cultural, political and economic concerns of Kerala.	U, An, Ap, E, C	Р, М	Analysis of contemporary events, Interviews and Identifying narratives.			
 * - 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	Hour	Mark
			S	S
Ι		Kerala and Cultural Diversity	9	10
	1	Excerpt from the essay 'Malabar Cuisine: History, Culture and the Present' - Dr. Azeez Tharuvana <u>https://www.sahapedia.org/malabar-cuisine-history-culture-and-the-present</u>	3	
	2	Me, Myself, Mattancherry- Anitha Thampi <u>https://indianexpress.com/article/opinion/columns/me-my-</u> <u>self-mattancherry-4890685/</u>	2	
	3	Tale of the Only Parsi Temple in Kerala- Left Right Voice <u>https://www.youtube.com/watch?v=V4Z09Kj7dxs</u> .	2	
	4	Pudava- Asokan Marayoor	2	
		 Suggested Activities: Identify a religious or linguistic minority in Kerala and write a feature on them. Group Activity– Visit a local site inhabited by religious or linguistic minorities and conduct interviews. Make a short video on any cultural community of the learners' district. Write an article on any regional uniqueness from the learners' area. 		

II		9	15			
	5	Excerpt from the chapter 'A Flood of Disasters' from <i>My</i> <i>Life as a Comrade-</i> K.K. Shailaja	2			
	6	A Word to Mother – Vijayaraja Mallika	1			
	7	Chapter I- Dissent- Kunjaman M.	3			
	8	8 Freedom Fight - Asanghadithar – Kunjila Mascillamani. <u>https://www.sonyliv.com/movies/freedom-fight-malayalam-</u> <u>1000159917</u>				
		 Suggested Activities: Profile preparation on a prominent person in the social or cultural scenario. Write a review on a film that discusses any social event of significance. Discuss the problems faced by sexual minorities in Kerala. Conduct a debate on the inclusiveness of Kerala Society. 				

III		Kerala and Economy	9	10
	9	Excerpt from 'Kerala's Experience of Development and Change' - Govindan Parayil and T.T.Sreekumar <u>https://www.researchgate.net/publication/249041504_Kerala</u> 's_Experience_of_Development_and_Change	3	_
	10	Why We Work and Live in Kerala: Migrant Labourers Speak- The News Minutehttps://www.youtube.com/watch?v=qwJNBobY4EM &t=87	2	-
	11	Varika, Vanguka- P.P. Ramachandran from <i>Pathitandinte</i> <i>Kavitha</i> – Ed. Ezhacherry Ramachandran	2	
	12	Kudumbasree-The Real Kerala Story- <i>NewsClickin</i> <u>https://www.youtube.com/watch?v=fDuki_FUv</u> <u>WQ</u>	2	
		Suggested Activities:		
		1. Prepare a report on the workings of neighbourhood groups in the learners' locality.		
		 Prepare a survey among the migrant labourers of the learners' area to identify the reasons for migration. 		
		3. Discuss the trajectory of economic growth and development in Kerala.		
		4. Write an article about the major occupations in the learners' area.		

IV		Kerala and Co-Existence	9	15
	13	Manhole - Dir. Vidhu Vincent	2	1
	14	Excerpt from Pulliyaan- Soman Kadaloor	2	
	15	Excerpt from the Interview with N. R. Anoop – Forest, Wildlife, Humans: Conflicts, Interactions, Co-Existence' (Translated from 'Vanam VanyajeeviManushyar: Sangharsham, Parasparyam, Sahavasam') – Manila C. Mohan <u>https://truecopythink.media/environment/forest- wildlife-human-conflict-nr-anoop-interview-manila-c- mohan</u>	3	-
	16	Sex, Lies & a Book- Documentary on Nalini Jameela https://www.youtube.com/watch?v=3Ikhkb06wJo&t=77s	2	
		Suggested Activities:		1
		1. Discuss the plight of workers who are forced to do jobs categorized by mainstream society as menial.		
		2. Screen documentaries or short films that highlight the relationship between humans and animals, showcasing both positive and negative interactions.		
		3. Conduct interviews with people from marginalised communities.		
		4. Identify various narratives on marginalised communities.		
V		Open-Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

- 1. Social and Cultural History of Kerala-A. Sreedhara Menon
- 2. Kochikkaar: Fort Kochi-Mattancheriyude Adrisyapaithrukanweshanam –Bony Thomas
- Human-Animal Conflicts in Kerala: Elephants and Ecological Modernity on the Agrarian Frontier in South India – Daniel Munster and Ursula Munster <u>https://www.researchgate.net/publication/273137731_Human-</u> <u>Animal_Conflicts_in_Kerala_Elephants_and_Ecological_Modernity_on_the_Agrarian_F</u> <u>rontier_in_South_India</u>
- 4. The Study of Hundred year old Gujarati settlement in Calicut- Trisha Parekh <u>https://www.academia.edu/5733074/The_Study_of_a_hundred_year_old_Gujarati_settle</u> <u>ment_in_Calicut</u>
- 5. The Perils of Social Development without Economic Growth: The Development Debacle of Kerala, India'- Joseph Tharamangalam. <u>https://www.academia.edu/36812846/The_Perils_of_Social_Development_without_Econ_omic_Growth_The_Development_Debacle_of_Kerala_India</u>
- Socio-Economic Status of Fishermen Community in Kerala- Jyothy Mary Mathew & Dr. Raji Joseph EPRA International Journal of Economic and Business Review-Peer Reviewed Journal Volume - 8, Issue -12, December 2020
- 7. Autobiography of a Sex Worker- Nalini Jameela
- 8. *Pathitandinte Kavitha* Edited by Ezhacherry Ramachandran
- 9. Pachavdu- Asokan Marayoor
- 10. Aesthetics and Politics of Poetry written in Tribal languages of Kerala- R. Chandrabose https://www.researchgate.net/publication/356892995_Aesthetics_and_Politics_of_Poetry written_in_Tribal_Languages_of_Kerala_keralattile_ka_eatrabheaseaevirayule_sandara yavuum_reatriyavuum
- 11. Mallikavasantham- Vijayarajamallika
- 12. Manual Scavenging- A Life of Dignity?- Deepa Joshi and Suzanne Ferron <u>https://www.ircwash.org/sites/default/files/Joshi-2007-Manual.pdf</u>

Mapping of COs with PSOs and POs:

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
С	2	2	3	1	2	3	2	-	2	1	-	1	2
0													
1													
С	2	3	3	3	2	3	3	1	1	3	1	2	3
0													
2													
С	3	3	2	1	2	3	2	3	3	2	2	2	3
0													
3													
С	3	3	2	2	2	3	3	2	3	1	2	1	2
0													
4													
С	3	3	2	2	2	3	3	1	1	2	2	2	3
0													
5													

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion/ Seminar (10%)
 Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	√	\checkmark	\checkmark
CO 3	\checkmark	√	\checkmark	\checkmark
CO 4	\checkmark	√	\checkmark	\checkmark
CO 5	\checkmark	✓ ✓	\checkmark	\checkmark

Mapping of Cos to Assessment Rubrics:



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

MULTIDISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE							
Course Code	ENG3FM107(2)							
Course Title	UNDERSTANDING KERALA: SCIENCE, CULTURE AND LITERATURE							
Type of Course	MULTIDISCI	PLINARY CO	DURSE (MDC	C)- SCIENCES	5			
Semester	3							
Academic Level	100-199							
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre-requisites	Basic knowled	dge about Kei	ala's journey	in science.	•			
Course Summary	The course aims at imparting the history and development of science in Kerala and how the contemporary socio-cultural scenarios of development are linked to science. It also provides glimpses of movements of scientific temperament, the modern institutions of scientific importance, technological developments and the representations of science media of Kerala.							

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used					
CO 1	To understand, and identify the history and legacy of science in Kerala	R, U	F, C	Debate, Role Play, Creative Writing, Article writing					
CO 2	To familiarize with the interconnections of literary and other creative works in Kerala and how that has contributed to the scientific sensibility of the society.	U, An, Ap, C	С, Р, М	Literary Review/Translation, Poster creation, Screening of various visual media presentations, Translation					
CO 3	To foster a deeper understanding of the scientific temperament, working towards an egalitarian society.	U, An, E, C	С, Р, М	Group projects, Panel discussions, Conduct interviews, Book reviews					
CO 4	To develop ideas about the technological advancements of Kerala and its science institutions and how the learners can partake in the process.	Ap, An, C	С, Р	Presentations, Industrial visits, Digital content creation					
CO 5	To create sensibility on co-existence and to encourage practices in the maintenance of sustainable environment.	An, E	С, Р, М	Newspaper reporting, Surveys, Conducting Interviews					
# - F	 * - 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	Hour	Mark
			S	S
Ι		Science in Kerala	9	10
	1	Excerpt from 'Science in our Society'– Dr B Ikbal https://www.youtube.com/watch?v=dzOT2pIn49E	3	-
	2	Excerpt from 'Science Dasakam'– Sahodaran Ayyappan	2	
	3	An Unusual Route to Science- Minnie M Mathan from Lilavati's Daughters: The Women Scientists of India. Ed. Rohini Godbole & Ram Ramaswamy.	2	
	4	A Forgotten Episode in the History of Science Popularisation in Kerala- Urmila Unnikrishnan <u>https://alablog.in/issues/54/history-of-science-popularisation/</u>	2	
		 Suggested Activities: Conduct a debate on 'Science and Gender'. Role play of a scientist from Kerala Write a short story about the life of a scientist from Kerala. Write an article about a scientific contribution from Kerala. 		

Π		9	15					
	5	Kuttippuram Palam – P. Kunhiraman Nair(Trans. AsokakumarEdasseri& Jayasree)https://www.edasseri.org/English/translations/Kuttippuram%20Bridge%20by%20Edasseri%20-%20Translation.pdf	2					
	6 No Mere Ape- Excerpt from <i>The Tell-Tale Brain-</i> V. S. Ramachandran							
	7	Android Kunhappan Version 5.25– Dir. Ratheesh Balakrishnan Poduval <u>https://app.primevideo.com/detail?gti=amzn1.dv.gti.</u> <u>12b78d12-d5b1-17dd-1c40-</u> <u>641f4fd88ed4&ref_=atv_lp_share_mv&r=web</u>	3					
	8	An Introduction to Kerala State Council for Science, Technology and Environment <u>https://kscste.kerala.gov.in/about-kscste/</u>	1					
		Suggested Activities:		-				
		1. Identify and write a review of any literary work about the technology and culture of Kerala.						
		2. Organise a visit to one of the recognised science institutions from Kerala and create a short video of the same.						
		3. Conduct a survey on the Kerala-specific scientific scenario.						
		 4. Write a book review on any Popular Science work. 						

III		9	15	
	9	2		
	10	3		
	11	2		
	12	Astronomy is not Astrology – Excerpt from a Conversation between Thushara GS Pillai and Sangeetha Chenampulli <i>Mathrubhumi Weekly</i> - 2021 March 14	2	
		Suggested Activities: 1. A group project analysing the superstitions prevalent in Kerala society. 2. Panel discussion on 'Literature and Science'. 3. Interview with a Scientist/ Writer on Science. 4. Screen movies/ Documentaries relevant to the module.		

IV		Science and Kerala in Media	9	10
	13	A Living Fossil: The Purple Frog's Brief Life above Ground- <i>RoundGlass Sustain</i> - <u>https://www.youtube.com/watch?v=x8flrb7WPOU</u>	2	
	14	Aavasavyuham- Dir. Krishandhttps://www.sonyliv.com/movies/aavasavyuham- malayalam-1000182321	3	
	15	The Birth- Dir. Vimal Chandran <u>https://www.youtube.com/watch?v=fAnwt-yclmk</u>	2	
	16	India's First Digital University Comes up in Kerala- <i>Times</i> of India <u>https://timesofindia.indiatimes.com/india/indias-</u> <u>first-digital-university-comes-up-in-</u> <u>kerala/articleshow/81126501.cms</u>	2	-
		 Suggested Activities: 1. Conduct a poster exhibition on the unique fauna and flora of Kerala. 2. Identify themes and make presentations on science and the minority community in India. 3. Translate an article on science in Kerala. 4. Write a newspaper report on any technological development of Kerala. 		
V		Open-Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

- 1. Flora- Kerala Forest and Wildlife Department https://forest.kerala.gov.in/index.php/about-us/2022-11-29-07-11-17/flora
- 2. Kerala Declares Man-Animal Conflict a State-Specific Disaster: What Changes with This?-*The New Indian Express* <u>https://indianexpress.com/article/explained/kerala-man-animal-conflict-state-specific-disaster-explained-9201527/</u>
- 3. Scientific Temper and Certain Popular Superstitions <u>https://www.youtube.com/watch?v=G96mA9bg8ew</u>
- 4. Anatomy and Physiology of Science Capital: Kerala Model- Dr. Jayaraman A. P. <u>https://www.youtube.com/watch?v=trsqz2k9Ka4</u>
- 5. In a First, 'Queer Friendly' Hospitals to be Introduced in 4 Kerala Districts- *India Today* <u>https://www.indiatoday.in/india/story/in-a-first-kerala-to-implement-queer-friendly-hospital-initiative-2414606-2023-08-01</u>
- 6. Explore the Digital University Kerala, The Country's First Digital University <u>https://www.youtube.com/watch?v=DXvSGaM511M</u>
- 7. 36th Kerala Science Congress- 'Genesis'' & 'Objectives and Scope' <u>https://ksc.kerala.gov.in/genesis/</u> <u>https://ksc.kerala.gov.in/objectives-and-scope/</u>
- 8. Science for Social Revolution: Science and Culture in Kerala- Govindan Parayil Impact of Science in Society- UNESCO
- 9. Why Kerala Urgently Needs a Roadmap to Ecological Security- Pulapre Balakrishnan & Srikumar Chattopadhyay <u>https://science.thewire.in/politics/government/why-kerala-urgently-needs-a-roadmap-toecological-security/</u>
- 10. Birds of Kerala- Salim Ali

Mapping of COs with PSOs and POs:

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
С	1	2	2	1	2	3	2	2	1	1	1	-	1
0													
1													
С	3	3	3	3	2	3	3	1	3	2	-	1	3
0													
2													
С	2	3	3	2	2	3	3	3	2	2	3	3	1
0													
3													
С	3	2	2	3	2	3	2	3	3	3	3	2	3
0													
4													
С	3	3	3	2	2	3	3	3	2	2	3	3	3
0													
5													

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE

PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSE

MULTI-DISCIPLINARY COURSE (MDC)

Programme	GENERAL FOUNDATION COURSE							
Course Code	ENG3FM107	ENG3FM107(3)						
Course Title	UNDERSTANDING KERALA: NARRATIVES OF DEVELOPMENT, COMMERCE AND ENTREPRENEURSHIP							
Type of Course	MULTI-DISCIPLINARY COURSE (MDC)- COMMERCE & MANAGEMENT							
Semester	3							
Academic Level	100-199							
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre-requisites	Basic understa desire to enhar professional gr	nce interest in		•	•			
Course Summary	The course is designed to generate various capacities among the learners from the background of Commerce and Management disciplines, aiding them to understand the domain of business from socio-cultural perspectives. It also focuses on the development of communication capabilities through understanding the specificities of Commerce in the purview of Kerala.							

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used				
CO 1	Develops knowledge about trade relations and the history of inter- continental transactions.	An	С	Discussion, Writing Reviews				
CO 2	Understand and evaluate concepts of the field of study in commercial transactions.	E	Р	Interviews, Report Writing				
CO 3	Understanding Innovative business practices concerning the domain of Kerala and evolving business ideas.	С	P, Ap	Writing Business Proposals/ Speaking Assignments				
CO 4	Understanding of underprivileged and marginalised communities and sustainable development through their stories.	U, E	F, C, An	Content Creation, Reporting				
CO 5	Locating the local at the global level and applying the knowledge to practical business.	U, C	F, Ap	Debate/ Collect Business Stories				
# - F	 * - 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	Hour	Mark
			S	S
Ι		Mapping Kerala in the World of Commerce	9	15
	1	Kerala Maritime History in Boom - Excerpt from "Amazing Stories of Kerala Maritime History: Indian History" (Blog) - Deepa Thomas	2	
		https://www.tyndistravel.com/the-amazing-stories-of-kerala- maritime-history#indian-maritime-historya-brief-discussion		
	2	Only A Few Families Know the Secret to Making this Perfect Mirror- <i>Business Insider</i>	2	
		https://www.youtube.com/watch?v=Ra4W_aztfHA		
	3	The Big Fish- N. P. Hafiz Muhammed	2	
	4	Change in Agriculture, Industry, Transport and Education- B. A. Prakash	3	
		<i>Economic History of Kerala from 1800-1947 AD</i> , Part 1- Malabar.		
		https://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf		
		Suggested Activities:		
		1. Find excerpts from Kerala History regarding Kerala's early trade relations.		
		2. Write a report on any trademark business from Kerala.		
		3. Conduct a debate on the topic 'Globalization and Kerala'.		
		4. Classroom discussion on the rise of Kerala as a major trade centre.		

II		9	10	
	5	Micro Entrepreneurship Programs- Kudumbasree Official https://www.youtube.com/watch?v=9ojerYExvwM	3	
	6	Cage Fish Farming is Bringing in Rich Profit for Kerala Dalit Self-Help Group: Here's How- Somak Adhikari <u>https://www.indiatimes.com/news/india/cage-fish-farming-is-</u> <u>bringing-in-rich-profit-for-kerala-dalit-self-help-group-</u> <u>547180.html</u>	2	
	7	Why We Work and Live in Kerala: Migrant Labourers Speak- The News Minutehttps://www.youtube.com/watch?v=qwJNBobY4EM&t=221s	2	
	8	Kerala Model of Development: Achievements and Challenges- HubPages https://discover.hubpages.com/education/Kerala-Model-of- Development	2	
		 Suggested Activities: Discuss various facets of Kerala's commercial development. Conduct presentations on the latest trends in economic developments in Kerala. Hold a debate on topics like migration, occupations and education. Write articles on the development projects in Kerala. 		

III		Stories of Success and Innovation from Kerala	9	15
	9	Heritage of the Kurichiya Community: In conversation with Cheruvayal Raman https://www.sahapedia.org/heritage-of-the-kurichiya-community-conversation-cheruvayal-raman	2	
	10	Isn't Easy to be Independent: Trans-Woman Entrepreneur Shares the Struggle Behind the Success- Report by Anjali Krishnan <u>https://www.thebetterindia.com/273318/inspiring-</u> <u>transwoman-entrepreneur-starts-pickle-business-in-kerala/</u>	2	
	11	Started with a Capital of 150 Rupees: Today, this 16-Year-Old has a Turnover of Several Lakhs – <i>Spark Stories</i> (Translated &Transcripted Interview) <u>https://www.youtube.com/watch?v=_mQ_acTaG14</u>	2	
	12	Selling Dreams to Small People—Kerala's Lottery SystemPowers Ambition, Addiction- Vandana Menon https://theprint.in/feature/selling-dreams-to-small-people-keralas-lottery-system-powers-ambition-addiction/1483197/Suggested Activities:	3	
		 Identify other success stories in connection with Commerce and Kerala. Learners can visit nearby business firms or industries to observe and listen to the experiences of various categories of employees there. Write a proposal for an innovative business to be set up in Kerala. Role play on the themes discussed in the Module. 		
IV		Media and Commerce in Kerala	9	10
	13	Seafoods Street foods and the Kozhikode Beach (Video)- Kerala Tourism https://www.youtube.com/watch?v=Isc6zdsLtxo	2	
	14	On the Wings of the Milkweed- https://www.thehindu.com/life-and-style/a-women-only-travel- company-appooppanthadi-and-its-fiesty-founder-sajna- ali/article22549919.ece	2	

	https://indianexpress.com/article/opinion/columns/malayalam- cinema-box-office-success-budget-9289874/ Suggested Activities: 1. Interview with people from marginalised communities regarding their livelihood. 2.Prepare short videos on the local cuisines of your area. 3.Collect business stories from the learners' areas and compile into a digital technology.		
V	4. Write an imaginary travel blog. Open Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final exam, however, covers only the 16 units from the fixed modules.

Suggested References:

- 1. A History of Trade and Commerce in Travancore- K. K. Kusuman
- 2. Beypore The Land of Boat-Makers- Kerala Handicraft Village <u>https://www.youtube.com/watch?v=HB2y4X7VTVI</u>
- 3. Kerala Model, What's That? "We are Highly Educated"- a Citizen's Simple Summary-*Mojo Story*.

https://www.youtube.com/watch?v=GbxQCzEXUBM

- 4. What Makes Kerala one of India's most Eco-Friendly States'?-*Be Lavie* <u>https://be-lavie.com/what-makes-kerala-one-of-indias-most-eco-friendly-states/</u>
- 5. MAHATMA GANDHI NREGA- Kunnamthanam Panchayat Work- Photographer AJ <u>https://www.youtube.com/watch?v=gNIZeSoeusg</u>
- 6. Kerala Woman Entrepreneur Inspiring Cloud Kitchen Delivery Boys Eat Free Food- The Better India

https://www.youtube.com/watch?v=k-A0gXKTINU

- 7. Kerala GI Products- Directorate of Industries and Commerce, Govt. of Kerala <u>https://industry.kerala.gov.in/index.php/kerala-gi-products</u>
- 8. In-migration of Workers to Kerala- Dr. V. Prakash
- 9. Climate Change Affecting Life and Livelihoods of Fishers in Kerala- Outlook Planet <u>https://planet.outlookindia.com/news/climate-change-affecting-life-and-livelihoods-of-fishers-in-kerala--news-415476</u>
- 10. Transgender Entrepreneurs in Kerala: A Case Study on Struggles and Survival Efforts-Anu Kuriakose & Vinshy P.K.

 $\underline{https://www.thehindu.com/news/national/kerala/women-start-ups-entrepreneurs-on-the-rise-in-kerala-ksum-report/article66592161.ece}$

Mapping of COs with PSOs and POs:

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
С	1	1	3	1	-	1	2	-	2	2	-	1	2
0													
1													
C	3	-	1	2	2	-	3	1	2	3	1	1	3
0 2													
C	3	2	2	2	1	3	3	2	3	3	3	2	3
0 3													
C O	3	3	2	3	2	3	2	2	3	3	3	3	3
4													
	2	2	2	2	2	2	2	2	2	2	2	2	2
C O	3	3	2	3	2	3	3	3	3	2	3	3	3
5													

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	\checkmark	\checkmark	√
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

III SEM VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES							
Course Code	ENG3	ENG3FV108(1A)/ ENG3FV108						
Course Title		FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES						
Type of Course	VALU	VALUE ADDED COURSES- BA LANGUAGES						
Semester	III	III						
Academic Level	100-19	100-199						
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre-requisites	Basic	understanding of	the Indian Co	onstitution and	its structure.			
Course Summary	underst	This course aims to provide learners with a comprehensive inderstanding of Constitutional values with special emphasis on values ike democracy, equality, secularism etc. to celebrate the plurality of the						

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the plurality and diversity of the nation.	U	С	Exam/Quiz/ Assignment/ Seminar
CO2	Explore how values shall be applied with reference to the foundational principles of the Constitution.	Ε	С	Exam/presentation/As signment
CO3	Appreciate and interpret through cultural productions, the core values of the Constitution.	An	С	Exam/GD/Assignment / Seminar
CO4	Inculcate an awareness of the primacy of constitutional values among learners in the digital age through diverse representations.	An	С	Discussion//Quiz/ Assignment/ Seminar
CO5	Distinguish and celebrate the true spirit of democracy which consists of the dissenting voices in a scientific and critical sense.	Е	С	Exam/Quiz/ Assignment/ GD
CO6	Apply the spirit of constitutional values in everyday life.	С	С	Exam/Quiz/ Assignment/ Seminar

* - 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(45)		Marks (50)
Ι		Democracy	9	10	
	1	Introduction-Democratic Values through Literature	1		
	2	Excerpt from the speech 'Tryst with Destiny'- Jawaharlal Nehru	3		
		https://youtu.be/b4_KGqgsDiU?si=SJAdG0XwxwW0jsR 9			
	3	My English-Aleena Akashamittayi	2		
	4	Don't Call Me Panan (Chp.1)- Ethiru -Kunjaman	3		
		 Suggested Activities: 1. Organize a debate on the effectiveness of the Indian democratic system, focusing on recent political events and their impact on governance. 2. Assign learners to analyze landmark Supreme Court cases related to democratic principles and discuss their implications on Indian society. 3. Conduct a mock parliamentary session where learners role-play as members of parliament, debating and passing legislation on contemporary issues in India. 			

II		Liberty		15					
	5	Liberty in Indian Context-An Introduction	2						
	6	Morons, The Name of This Country is India- V Abdul Latheef	2						
	7	The Republic of Dreams-Mahasweta Devi	3						
	8	In Defence of Freedom- Dir. Nandita Das	2						
		 Suggested Activities: Hold a debate on the balance between national security and individual freedoms in India, concerning recent laws and policies. Analyze pivotal Supreme Court rulings on fundamental rights, such as the right to privacy and freedom of speech, and their impact on civil liberties. Facilitate a panel discussion with experts on the challenges and progress in upholding civil liberties in India, encouraging learners to ask critical questions. 							
III		Secularism							
-----	----	--	---	--	--	--	--	--	--
	9	Historical Overview of the Concept of Secularism	2						
	10	To Warris Shah -Amrita Pritam	2						
	11	Salapila-V Shinilal	2						
	12	<i>Kai Po Che</i> – Dir. Abhishek Kapoor 3							
		 Suggested Activities: Analyse the constitutional provisions and landmark judgments on secularism in India, discussing their impact on religious freedom and minority rights. Facilitate a discussion on the challenges and successes of implementing secular policies in a diverse, multi-religious society like India. Assign learners to conduct field research on secularism in practice, interviewing community leaders and citizens about their experiences with religious tolerance and state neutrality. 							

	IV	Justice	9	10						
	13	Evolving Sense of Constitutional Value of Justice								
	14	Don't Tell That to Me- Kalki Subramanian:								
	15	November is the Month of Migration-Hansda Sowvendra Shekhar	3							
	16	Thondimuthalum Driksakshiyum: Dir. Dileesh Pothan	3							
		 Suggested Activities: Conduct a mock trial based on a real-life Indian legal case, where learners play roles of judges, lawyers, and witnesses to understand the judicial process and principles of justice. Analyze landmark judgments from the Indian judiciary that have advanced social justice, such as those related to affirmative action, gender equality, and environmental justice. Invite a legal expert or social activist to discuss contemporary issues of justice in India, including challenges and reforms in the criminal justice system. 								
V		Open Ended Module	9							

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed modules.

Suggested Reading:

- 1. Bala, Pa. Ranjith, director. Kaala. Wunderbar Films, 2018
- 2. Dangle, Arjun, editor. *The Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
- 3. Davidar, David, editor. A Clutch of Indian Masterpieces: Extraordinary Short Stories from the 19th Century to the Present. Aleph Book Company, 2014.
- 4. Gokhale, Shanta, editor. *Collected Plays of Mahesh Elkunchwar*. Oxford University Press, 2009.
- 5. Mehrotra, Arvind Krishna, editor. *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press, 1992.
- 6. Nair, Mira, director. The Reluctant Fundamentalist. IFC Films, 2012.
- 7. Patel, Jabbar, director. Ambedkar. National Film Development Corporation of India, 2000.
- 8. Rushdie, Salman, and Elizabeth West, editors. *Mirrorwork: 50 Years of Indian Writing 1947-1997*. Henry Holt and Co., 1997.
- 9. Subramaniam, Arundhathi, editor. *Eating God: A Book of Bhakti Poetry*. Penguin Books, 2014.
- 10. Jaydev Jana: "Gandhi and Democracy" (The Statesman)

Mapping of COs with PSOs and POs:

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	Р О 1	Р О 2	P O 3	Р О 4	Р О 5	Р О 6	Р О 7
C O 1	2	2	1	2	2	-	2	3	2	2	2	2	3
С О 2	-	1	2	3	2	2	3	1	2	3	2	3	-
C O 3	2	2	-	3	2	1	3	3	2	2	2	3	-
C O 4	2	2	-	2	3	1	3	2	3	-	2	3	2
C O 5	3	-	2	1	-	3	2	2	1	2	3	-	3
C O 6	1	3	2	3	-	1	3	-	3	2	3	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

•	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	\checkmark	\checkmark	\checkmark	\checkmark
CO 2	\checkmark	\checkmark		\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4		\checkmark		\checkmark
C05	\checkmark		\checkmark	\checkmark
C06	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENER	GENERAL FOUNDATION COURSES									
Course Code	ENG3FV108(1B)										
Course Title		FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES									
Type of Course	VALUE ADDED COURSES (VAC)- HUMANITIES AND OTHER BA PROGRAMMES										
Semester	III	III									
Academic Level	100-199										
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours						
	3	3	-	-	45						
Pre- requisites	Basic understanding of the nuances of literary and cultural influences that shape narratives.										
Course Summary	This course promotes a diverse and inclusive perspective by teaching skills to analyze environmental, ethical, and cultural issues in a changing world. It encourages learners to understand global interconnectedness between humans and nature for sustainable futures, fostering logical, evidence-based reasoning.										

Course Outcomes (CO):

CO No.	CO Statement	Cognitive Level*	Knowle dge Categor y	Evaluatio n Tools used				
CO1	Develop a scientific mindset by exploring the science behind every day phenomena and examining the harmful impacts of superstitions C M							
CO2	Evaluate the impact of ethical issues on social, economic, and political development.	E	С	Group Discussio n/Review				
CO3	Apply ethical principles to propose solutions to issues in daily life, health care and business.	А	Р	Assignm ent/ Mini project				
CO4	Demonstrate adequate knowledge of the major environmental issues of the millennium.	U	С	Term paper/ seminar				
CO5	Appreciate the interconnectedness of human societies and the ecosystem and propose sustainable solutions to environmental challenges.	Ap	Р	GD/ exam				
CO 5	discrimination algorithm and regions to records							
# - Fac	 * - 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(45)	Marks(50)
I		Sustaining Ecology	9	10
	1	Nobel Prize Acceptance Speech- Wangari Maathai	2	
	2	Excerpt from <i>Mayilamma: The Life of Tribal Eco-Warrior</i> (Chapter 1)	2	
	3	School Strike for Climate – Save the World by Changing the Rules - Greta Thunberg [Ted X Talks) <u>https://www.rev.2com/blog/transcripts/greta-thunberg-ted-talk-transcript-school-strike-for-</u> climate	3	
	4	Water – Ralph Waldo Emerson	2	
		 Suggested Activities: Screen documentaries related to sustainable ecology and facilitate a discussion or debate on the issues presented. Assign essays or projects based on the understanding of global sustainability issues and critical thinking skills. 		

Π		Science and Society	9	15
	5	I, a Universe of Atoms, An Atom in the Universe- Richard Feynman	3	
	6	The Mark of Vishnu-Khushwant Singh	3	
	7	How to Escape from Intellectual Rubbish- Bertrand Russel	3	
		 Suggested Activities: 1. Assign a research project that examines a societal issue from a scientific angle. 2. Assign readings or viewings of science fiction works that address scientific and technological themes. 		
III		Secularism	9	15
	8	He for She– Emma Watson https://www.youtube.com/watch?v=gkjW9PZB Rfk	2	
	9	Telephone Conversation-Wole Soyinka	2	
	10	Subha- Rabindranath Tagore	2	
	11	Hitchki- Dir. Sidharth P Malhotra	3	
		 Suggested Activities: Facilitate small group discussions on personal experiences and strategies for promoting inclusiveness. Create posters, social media content, and workshops to spread awareness about social inclusiveness. 		

	Ethical Horizons		10
IV		9	
	When the Soul Cries Out-Harishankar Parsai	1	
	 How Ethics Will Change the Future of Technology- Olivia Gambelin (TEDx Talks) https://www.youtube.com/watch?v=H9Esi2kD_Usc 	2	
	Mother and Son-Iain Chrichton Smith	3	
	 Three cartoons on ethical issues: a) <u>https://www.researchgate.net/figure/The-comic-strip-Di lbert-ss-Scott-Adams-illustrating-the-unethical-use-of_fig1_45504561</u> b) <u>https://www.e-education.psu.edu/geog30/node/455</u> 	3	
	 c) <u>https://www.pinterest.com/pin/313000242823786163/</u> Suggested Activities: Organize a hackathon where learners develop solutions to ethical problems in technology, business, or social issues. Partner with local organizations for a service-learning project that addresses an ethical issue, such as environmental conservation, social justice, or public health. 		
V	Open Ended Module	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Reading:

- 1. The Republic- Plato
- 2. Groundwork for the Metaphysics of Morals- Immanuel Kant
- 3. Ethics- Baruch Spinoza
- 4. A Theory of Justice- John Rawls
- 5. After Virtue-Alasdair MacIntyre
- 6. The Idea of India- Sunil Khilnani
- 7. Secularism in India: Concept and Practice edited by Rajeev Bhargava
- 8. India as a Secular State- Donald Eugene Smith
- 9. Why I Am Not a Hindu- Kancha Ilaiah
- 10. The Crisis of Secularism in India edited by Anuradha Dingwaney Needham and Rajeswari Sunder Rajan -
- 11. The Structure of Scientific Revolutions- Thomas S. Kuhn
- 12. The Two Cultures- C.P. Snow
- 13. Science, Technology, and Society: A Sociological Approach- Wenda K. Bauchspies, Jennifer Croissant, and Sal Restivo
- 14. Technopoly: The Surrender of Culture to Technology- Neil Postman
- 15. The Social Construction of Reality- Peter L. Berger and Thomas Luckmann
- 16. Silent Spring- Rachel Carson
- 17. The Ecological Indian: Myth and History- Shepard Krech
- 18. The Climate of History in a Planetary Age- Dipesh Chakrabarty
- 19. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants- Robin Wall Kimmerer
- 20. Environmental Ethics: An Anthology edited by Andrew Light and Holmes Rolston

Mapping of COs with PSOs and POs :

	P S O 1	P S O 2	P S O 3	P S O 4	P S O 5	P S O 6	Р О 1	P O 2	РО 3	PO 4	PO 5	PO 6	PO 7
C O 1	3	3	1	3	3	-	2	3	2	2	2	2	3
C O 2	-	1	3	3	2	2	3	1	2	3	2	3	-
C O 3	2	2	-	3	2	1	3	3	2	2	2	3	-
C O 4	2	3	-	2	3	1	3	2	3	-	2	3	2
C O 5	3	-	3	2	-	3	2	3	1	2	3	-	3
C O 6	1	3	2	3	-	2	-	-	3	2		3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	\checkmark	\checkmark	\checkmark	\checkmark
CO 2	\checkmark	\checkmark		\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4		\checkmark		\checkmark
C05	\checkmark		\checkmark	\checkmark
C06	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES							
Course Code	ENG3FV108(2)							
Course Title	FRAMI	NG VALUES: LI	FERARY AN	ND CULTURA	AL NARRATIVES FOR SCIENCES			
Type of Course	VALUE ADDED COURSES (VAC)- SCIENCES							
Semester	III							
Academic Level	100-199							
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre- requisites	Basic understanding of foundational concepts of science as well as key historical events related to secularism.							
Course Summary	This course offers science learners a unique exploration of ethical dilemmas and societal values through the lens of literature. Drawing inspiration from literary works, learners will delve into key topics such as constitutional values, inclusiveness, environmental awareness, and ethics.							

COURSE OUTCOMES (CO)

CO No.	Course Outcome	Cognitive Level *	Knowledge Category #	Evaluation Tools used
CO1	Critically assess how societal biases and prejudices influence the understanding and application of constitutional values.	An, E, Ap	М	Assignments
CO2	Explore the role of empathy and understanding in promoting inclusivity among diverse communities.	U, A, S	Р	Debate/Group Discussion/Assignments
CO3	Evaluate the ethical implications of human activities on the environment and explore sustainable solutions.	An, E, A	М	Seminar Presentation
	Analyze the ethical implications of the use of technology in contemporary society, including privacy concerns and technological dependence.	An, E, S	М	Seminar presentation
	Reflect on personal values and ethical considerations in various aspects of daily life, including work, relationships, and consumption.	R, U, A	М	Keep Journals
CO6	Examine how societal biases hinder progress and collaboration and strategies to overcome them.	An, E, C	Р, М	Report

* - 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(45)	Marks (50)
I		CONSTITUTION	9	15
	1	Excerpt from 'Ambedkar'. <i>The Makers of Modern India</i> -Ramachandra Guha (pp.287-298)	3	
	2	Fragrance of Peace- Irom Sharmila	2	
	3	3 "Up Against Bondage". Untouchables: My Family's Triumphant Escape from India's Caste System- Narendra Jhadhav		
	4	<i>Court</i> – (Marathi)- Dir. Chaitanya Tamhane	2	
		 Suggested Activities: Conduct regular quizzes focusing on different aspects of the Indian Constitution Organize mock parliament sessions where learners propose and debate legislation, promoting democratic principles and parliamentary procedure. 		

Π		INCLUSIVENESS	9	10
	5	Pale Blue Dot- Carl Sagan	2	
		https://youtu.be/wupToqz1e2g?si=xstLwqYlZc4bFFMy		
	6	2023 Nobel Prize Acceptance Speech- Narges Mohammedi	3	
	7	War Photographer- Carol Ann Duffy	2	
	8	The Dog of Titwal- Sadat Hassan Manto	2	
		 Suggested Activities: Facilitate discussion/role play where learners can collect information from diverse backgrounds and share traditions, languages, and experiences, fostering empathy and understanding. Engage learners in community outreach projects that address issues of inequality and discrimination, such as volunteering at shelters or organizing awareness campaigns on social justice issues. 		

III		ENVIRONMENT	9	15
	9	'Deep Ecology Basic Principles'- Biocentric Equality- Arne Naess and George Sessions	2	
	10	The Queen of Trees-Documentary Analysis https://youtu.be/xy86ak2fQJM?si=M0zvpRwKk4kC1aFh	2	
	11	 "What She Said" - Tevakulattar, Kurunthokai ; "What She Said" - Kapilar, Akananooru 318 ; "What Her Girl Friend Said, the Lover within Earshot, Behind a Fence"- Uloccanar (Translated by A K Ramanujan) 		
	12	12 'A Fable for Tomorrow'- Excerpt from <i>The Silent Spring</i> - Rachel Carson		
	13	13 Dear Future Generations: Sorry-Prince Ea		
		 Suggested Activities: Ask the learners to observe their surroundings and note down examples of interconnectedness. Instruct the learners to calculate their carbon footprint using the calculator in the link given below.		

		ETHICS AND VALUES		10
IV			9	
	14	Cyber security in the age of AI <u>https://youtu.be/qVET1vD3NtQ?si=_ndidVNoAgXfv532</u>	3	
	15	Recovery from physical wounds easy but hard to heal mental disturbance-Acid attack survivor Anmol Rodriguez.	3	
	16	Social Media, Ethics and the Privacy Paradox- Nadine Barrett-Maitland and Jenice Lynch-pp. 1-6	3	
		 Suggested Activities: Encourage learners to maintain values reflection journals Facilitate discussions on ethical dilemmas relevant to learners' lives, encouraging them to consider different perspectives and values when making decisions. 		
V		Open Ended Module	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

- 1. Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
- 2. Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
- 3. Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
- 4. B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew 653363.pdf.
- 5. 'How Racism Makes Us Sick' (TED Talk, November 2016)
- 6. The Inequalities AI Is Creating and Deepenin...
- 7. "Why Diversity Matters" by Katherine W. Phillips (Scientific American)
- 8. "The Danger of Silence" by Clint Smith (TED Talk)
- 9. "The Pedestrian" by Ray Bradbury
- 10. "The Sixth Extinction" by Elizabeth Kolbert (The New Yorker)
- 11. "The Story of Stuff" (YouTube)
- 12. "Climate Change: The Science and Global Impact" (NASA)
- 13. "The Cold Equations" by Tom Godwin:
- 14. "The Ethics of CRISPR" by Heidi Ledford (Nature)
- 15. "The Challenger Disaster: A Case of Subjective Engineering" by Diane Vaughan (Harvard Business Review)
- 16. "The Ethics of Human Enhancement" (YouTube)

Mapping of Cos with PSOs and Pos:

C O	PS O 1	PS O 2	P S O 3	P S O 4	P S O 5	PS O 6	Р О 1	PO 2	P O 3	Р О 4	PO 5	Р О 6	Р О 7
C O 1	1	3	2	1	1	_	1	1	1	1	1	3	-
C O 2	-	3	1	2	-	1	-	1	2	1	-	3	-
C O 3	-	3	1	-	3	3	-	1	-	1	3	3	1
C O 4	-	3	-	3	-	1	2	-	1	-	3	3	-
C O 5	-	2	1	-	1	-	1	1	-	2	-	3	-
C O 6		-	3	2	-	1	-	2	-	1	2	3	1

Corelation Level:

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

Assessment Rubrics:

- Quiz/ Discussion / Seminar (10%)
- Internal Exam (10 %)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

•	Internal Exam	Assignm ent	Project Evaluation	End Semester Examinations
CO 1	\checkmark	\checkmark	\checkmark	\checkmark
CO 2	\checkmark	\checkmark		\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4		\checkmark		\checkmark
C05	\checkmark		\checkmark	\checkmark
C06	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CFYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES						
Course Code	ENG3FV	108(3)					
Course Title		FRAMING VALUES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT					
Type of Course		VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT					
Semester	III						
Academic Level	100-199						
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours		
	3	3	-	-	45		
Pre-requisites			oundational conting the narrative	cepts of literature es.	e and the		
Course Summary	Constitution democration equity and	on, emphasiz c governance. d environmer	zing principles It integrates ci	al values enshri of justice, eq ritical discussion ty, to foster a l rement.	uality, and s on gender		

Course Outcomes (CO):

СО	CO Statement	Cognitiv e Level*	Knowled ge Categor y#	Evaluation Tools used
CO 1	To understand the importance and significance of Indian Constitution	U	F	Assignments
CO 2	To describe the salient features of the constitution and explain the fundamental rights	An	С	Debate/ Group Discussi on/Assig nments
CO 3	To understand humans' relationship with nature through Literature	Ар	С	Seminar Presentation
CO 4	Convey a more profound comprehension of subjects, concerns, and themes articulated in environmental literature across diverse formats.	An	Р	Seminar presentation
CO 5	To identify and analyze gender, power, social justice and identity through literature	An	Р	Report/ Assignment
CO 6	To prepare learners to meet the needs of an ethnically and gender diverse workplace	E	Р	Role play
# - Fa	member (R), Understand (U), Apply (A ctual Knowledge(F) Conceptual Knowle ognitive Knowledge (M)			

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
Ι		CONSTITUTION	9	13
	1	Preamble- An Introduction	2	
	2	Freedom- Rabindranath Tagore	2	
	3	Tryst with Destiny - Jawaharlal Nehru	3	
	4	Samvidhaan: The Making of the Constitution of India (2014) E[pisode I, II & III (Condensed Version)- Web series	2	
		https://youtu.be/RDSr68ewVP4?si=qXvg1BIH9cWk Pr6K		
		https://youtu.be/nHNTu_sG4SI?si=gA9QPWX6Ppb- piUK		
		<u>https://youtu.be/hQB-</u> yXb4NN4?si=vZvckHQbiHauNpc6		
		 Suggested Activities: Cite examples from the society where fundamental rights are denied. Debate on "Democracy in India". Discussion on the importance of Nehru's speech in contemporary society. Write an essay on the concept of the topic "Freedom" 		

II		ENVIRONMENT	9	12
	5	Environmental movements in India: Chipko, Silent Valley, Narmada Bachao Andolan	2	
	6	In April beneath the scented thorn- William Wordsworth	2	
	7	Excerpts from <i>Aathi/Gift in Green</i> -Sarah Joseph Chapter 2- The First of the Seven Nights	3	
	8	Wake Up Child-	2	
		https://youtu.be/cSuq5dEv7D4?si=HMasUI7MPEI3jiRv		
		Suggested Activities:		
		1. Watch a film on climate change and make a presentation.		
		2. Conduct a green audit on your campus and make a		
		report3. Write a review of any film that discusses environmental issues.		
		4. Conduct an elecution competition on nature.		
	GENDER EQUITY	9	13	
			-	
	9	Everyday Use - Alice Walker	3	
	10	That day after Every day	2	
		<u>That Day After Everyday Anurag Kashyap Royal Stag Barrel</u> <u>Select Large Short Films</u>		
	11	Why I Want a Wife? -Judy Brady	2	
	12	No One Speaks of How Tendrils Feed on the Fruits- Xandria Phillips	2	
		Suggested Activities:		
		 List the ways by which our society can successfully implement gender equality in the workplace. Watch a film that discusses the topic of gender discrimination and write an essay on that. Debate on the feminist manifesto 'Dear Ijeawele' Create a poster emphasizing the equality of gender. 		

IV		MIND AND RESILIENCE	9	12			
	13	No Straight Thing Was Ever Made-On Family - Urvasi Bahuguna	3	-			
	14	2					
	15	The Owl and the Chimpanzee -Jo Camacho	2				
	16	Yuva Talks with Shiv Khera- Episode 5-Discover Your Hidden Talent-	2				
		https://youtu.be/0fg2ZLHyAH0?si=JssTZpzitUeHgXH5					
		Suggested Activities:					
		 Watch the movie: A Beautiful Mind and understand the life struggle for a differently abled person. Talk about your favourite sports star. 					
		 Explore the world of Healthy Eating and Healthy Living. Seminar presentation on the topic of Mental Health and stress management 					
		and record and screen it.	9				
V	Suggested Activities: 1. Watch the movie: A Beautiful Mind and understand the life struggle for a differently abled person. 2. Talk about your favourite sports star. 3. Explore the world of Healthy Eating and Healthy Living. 4. Seminar presentation on the topic of Mental Health and stress management 5. Conduct an interview with a health expert						

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

- The Constitution of India, Articles 14, 19, 21.
 B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew 653363.pdf.
- 2. Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
- 3. Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
- 4. Carl, Safina. Prologue & Chapter 1, Beyond Words : What animals think and feel. Souvenir Press, 2015.
- Garrard, Greg. Ecocriticism. United Kingdom: Taylor & Francis, 2011.
 Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate-Discoveries from a Secret World. India: Penguin Books Limited, 2016.
- 6. Delusions of Gender: By Cordelia Fine, this book explores society's assumptions that men's and women's brains are different, and that these differences lead to stereotypical roles.
- 7. James R Morrow Jr., Dale P. Mood, James G. Disch, Minsoo Kang Measurement and Evaluation in Human Performance-Human Kinetics Publishers (2015)
- W.Larry Kenney, Jack H. Wilmore, Devid L.Costil.(2015). Physiology of Sports and Exercise, Second Edition. USA.Human Kinetics.

USA.Human Kineucs.

Wener W.K. Hoeger, Sharon A. Hoeger - Fitness and Wellness-Cengage Learning (2014)

- 9. Kansai DK (2012). A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.
- 10. Websites of International Sports Federations, Ministry of Youth Affairs and Sports Govt. of India
- 11. Interview Sachin<u>Sachin Tendulkar 50th Birthday | Exclusive</u> <u>Interview: Cricket, Life After</u> <u>Retirement & Next Gen</u>

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	P01	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
C O 1	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 2	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 3	2	3	3	1	2	-	1	3	2	1	1	3	-
С О 4	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 5	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 6	2	3	3	1	2	-	1	3	2	1	1	3	-
C O 7	1	3	2	3	2	-	1	2	3	2	1	2	-

Mapping of Cos with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Discussion / Seminar (10%)
 Midterm Exam (10%)
- Assignments (10%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	\checkmark	\checkmark	\checkmark
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	\checkmark
CO6	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY

FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

IV SEM VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES										
Course Code	ENG4FV109(ENG4FV109(1A)/ENG4FV110									
Course Title		FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR LANGUAGES									
Type of Course	VALUE-ADDED COURSE (VAC)- BA LANGUAGES										
Semester	4										
Academic Level	100-199	100-199									
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours						
	3	3	-	-	45						
Pre-requisites	The learners an ethics, inclusiv	-	U	al idea about tl	he concepts of						
Course Summary	This course is egalitarian valu ethical foundat global perspec	ues like gende tions of huma	er equity and i	nclusiveness a	long with the						

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used							
CO 1	Develop an inclusive outlook that respects diverse beliefs and perspectives.	U, An	С	Discussion/Poster making/ Assignment.							
CO 2	Enhance gender sensitivity which respects gender diversity and promotes inclusiveness.	U, An, E	С, М	Debate/Report/ Quiz.							
CO 3	Cultivate an environment- friendly consciousness and understand the importance of coexistence on the planet.	U, Ap, An	С, Р, М	Create Video/ Panel discussion.							
CO 4	Develop ethical awareness and apply ethical principles in decision-making.	Ap, An, C	С, Р, М	Panel discussion, Creative Writing							
CO 5	Attain the knowledge and practice of inclusiveness.	An, Ap, C	Р, М	Quiz/ GD							
# - F	 * - 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	Hours (45)	Marks (50)
I		Environment	9	15
	1	2	-	
	2	Legend- Judith Wright	3	
	3	Honey Mango Tree - Vaikom Muhamed Basheer	2	
	4	One Earth	2	-
		https://youtu.be/QQYgCxu988s?si=Z17arhiHvZzpY1_c		
		Suggested Activities:		
		 Conduct a debate on environmental sustainability. Visit any biodiversity park/sanctuary and write a report on your visit. Organise panel discussion on 'Threats on Environment'. 		
II		9	10	
	5	Man's Peril- Bertrand Russel	3	
	6	A Grain as Big as a Hen's Egg - Leo Tolstoy	3	
	7	Masses- Cesar Vallejo	2	
	5 Man's Peril- Bertrand Russel 6 A Grain as Big as a Hen's Egg - Leo Tolstoy 7 Masses- Cesar Vallejo 8 Napalm Girl- CBC Docs https://youtu.be/SWH2Vi0PcoI?si=rHIh7nju11ZPr0mV	1	-	
		Suggested Activities:		-
		 Organise a debate on ethics and its relevance Write a story/ poem about ethics and its life practice. Prepare a short video on ethics 		

III		Gender Equity	9	15
	9	Phenomenal Woman- Maya Angelou	2	
9 10 11 12 1 12 1 1 1 1 1 1 1 1 1 1 1 1 1	'Unlearning of Preconceived Notions, Why Problem of Gender is Always Overlooked' from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie. pp. 38-46.	3		
	11	Tribute to Papa- Mamta Kalia	2	-
	12	Emma Watson's Speech on Gender Equality	2	-
		https://youtu.be/iRr9v_shgbY?si=XYCkV2rs7Ym0lC8e		
		Suggested Activities:		
		 Create a poster emphasizing the equality of gender. Watch films based on gender equity and write reviews. Write a newspaper article on any contemporary gender issues. 		
IV		Inclusiveness	9	10
	13	Liberty Needs Glasses- Tupac Shakur	2	
	14	Yellow Woman- Leslie Marmon Silko	3	-
	15	Excerpt from <i>The Truth about Me: A Hijra Life Story</i> -A Revathi. pp. 14-16	2	
	16	The Story of a Disabled Little Girl- Tylia Flores	2	-
		https://spillwords.com/the-story-of-a-disabled-girl/		
		Suggested Activities:		
		 Collect and compile stories of the success of people from minority communities. Watch films which promote inclusiveness and present the ideas before the classroom. Identify texts dealing with themes of inclusiveness and diversity. 		
\mathbf{V}		Open-Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested Readings:

- 1. 'In London Town'-Mary Coleridge
- 2. 'From Cocoon Forth a Butterfly'-Emily Dickinson
- 3. Speech by Chief Seattle
- 4. 'War'-Luigi Pirandello
- 5. 'The Seven-Coloured' Gulzar
- 6. 'Felling of the Banyan Tree'- Dilip Chitre
- 7. 'Freedom'-Lanston Hughes
- 8. 'Age of Science'- Sahodaran Ayyappan.
- 9. 'In Celebration of My Uterus'-Anne Sexton
- 10. 'A Cup of Tea'-Catherine Mansfield
- 11. 'And of Clay We are Created'- Isabel Allende
- 12. 'How to Write about Africa'- Binyavanga Wainaina
- 13. *Behind Our Eyes: Stories, Poems and Essays by Writers with Disabilities* Ed. Marilyn Brandt Smith, et al.
- 14. *I am Not a Number* Written by Jenny Kay Dupuis and Kathy Kacer & Illustrated by Gillian Newland
- 15. 'Women's Indigenous Knowledge and Biodiversity Conservation'- Vandana Shiva Vol. 19, No. 1/2, Spring-Summer 1992, *Indigenous Vision: Peoples of India Attitudes to The Environment*. Pp. 205-214.

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
C 0 1	3	3	3	-	2	-	3	1	2	1	-	-	2
C O 2	3	3	3	-	1	1	3	3	2	1	1	1	2
C O 3	3	3	3	2	2	3	3	2	2	3	1	-	3
C O 4	3	3	3	1	1	3	3	1	2	1	1	3	2
C O 5	3	3	3	3	1	3	3	3	2	3	3	3	2

Mapping of COs with PSOs and POs:
Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES							
Course Code	ENG4FV109(1B)							
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR HUMANITIES AND OTHER BA PROGRAMMES							
Type of Course		VALUE-ADDED COURSE (VAC) - BA HUMANITIES AND OTHER BA PROGRAMMES						
Semester	4	4						
Academic Level	100-199							
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours			
	3	3	-	-	45			
Pre-requisites	Students should have basic understanding of literature, ecology, society and science, along with communication skills and critical thinking abilities.							
Course Summary	science, and diverse pers	holistic living pectives, end	g. The reading couraging stue	s, both primary a	ecology, humanity, and suggested, offer ly engage with the the world.			

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools Used				
CO1	Understanding the critical components inherent in each literary form, including thematic analysis, contextual understanding, character development and rhetorical techniques.	U	F, C	Creative work/ Assignments				
CO2	Developing advanced verbal and non-verbal communication skills in expressing literary analyses, interpretations, and critiques.	Ap, E	С, Р	Debate, discussions, presentations.				
CO3	Inculcating a holistic understanding of how human beings as a species have to coexist as social, cultural, and ethical.	Ap, An	М	Reflective Essays/ Mock interviews.				
CO4	Synthesizing insights gained from diverse literary works, showcasing an ability to apply literary knowledge to contemporary social, cultural, and ethical contexts.	E, C	С, Р	Seminar/Assignments,				
CO5	Creating a sense of collaboration that surpasses the differences based on disciplines, specifically humanities and other branches of knowledge.	Ap, C	Р, М	Review				
# - Fa	 * - 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	Hours (45)	Marks (50)
Ι		Harmony in Nature	9	13
	1	2		
	2	A Mild Attack of Locusts - Dorris Lessing	2	
	3	Man, and Nature in India: The Ecological Balance- Salim Ali	3	
	4	A Flowering Tree - A K Ramanujan	2	
		Suggested Activities:		
		 Create a piece of artwork (painting, sculpture, digital art) or a short video (3-5 minutes) that represents the concept of harmony in nature. Write newspaper article on how people have been conserving nature specific to the learner's locality. Write a review of a documentary/movie that talks about the destruction of nature. Visit a site where people have been living in harmony with nature. 		
II		9	12	
	5	Invictus- William Ernest Henley	2	
	6	Old Man at the Bridge- Ernest Hemingway	2	
	7	We Should All Be Feminists - Chimamanda Ngozi Adichie	3	
	8	The Silent Child- Chris Overton	2	
		https://youtu.be/2GbxFIVQv8c?si=qZhAnZ2LfTvCSkkF		
		Suggested Activities:		
		 Conduct a panel discussion on how cultural diversity contributes to societal harmony and the ways in which intercultural relationships foster mutual respect and understanding. Select a specific example of a community or program that has successfully promoted cultural harmony. Analyze the strategies used and their outcomes. Conduct programmes in your institution based on the theme of cultural diversities. Conduct a mock interview with a social worker. 		

III		Arts and Society	9	13
	9	Blowin' in the Wind- Bob Dylan	2	
	10	'Guernica' Did Nothing- Which is Why it Still Matters- David McCarthy	2	_
		https://www.zocalopublicsquare.org/2023/04/24/guernica-antiwar-art- still-matters/ideas/essay/		
	11	The Day I Became a Woman- Dir. Marzieh Makhmalbaf	3	
	12	How India's Street Art Scene is Bringing about Social Change- Sky's Saskia Lumley https://www.youtube.com/watch?v=SExAIcu36ZI	2	
		Suggested Activities:		
		1. Organise a photo exhibition on the theme 'Social Emancipation'.		
		2. Conduct discussions on the importance of art literacy in society and the role of education in promoting it.		
		 Watch movies/documentaries that call for social change. Compile art forms that speak about society. 		
IV		9	12	
	13	Wind Women- Jeannette Armstrong	2	
	14	The Bear Came over the Mountain-Alice Munro	2	
	15	Excerpt from Laughing Cancer Away: An Actor's Memoir-Innocent	3	
	16	A Day in the Life of Griffin and Turner- <i>Special Book by Special Kids</i> <u>https://www.youtube.com/watch?v=_JqXHIz-vfQ&t=1047s</u>	2	_
		Suggested Activities:		
		1. Write an article about a person who has survived a major illness.		
		2. Write a review of an autobiography of a person with disabilities.		
		3. Conduct a panel discussion about the issues and triumphs of old age.		
		4. Adapt and enact a skit that discusses the life of people from minority communities.		
V		Open-Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module.

Suggested Reading:

- 1. 'On Killing a Tree'- Gieve Patel
- 2. 'The Microbe'- Hilaire Belloc
- 3. 'The Importance of Storytelling within Indigenous Culture'- Yarn

https://www.yarn.com.au/blogs/yarn-in-the-community/the-importance-of-storytellingwithin-indigenous-culture

- 4. The Story of My Life- Helen Keller
- 5. Joothan- Om Prakash Valmiki
- 6. 'Old Folks Laugh'- Maya Angelou
- 7. Laapataa Ladies- Dir. Kiran Rao
- 8. Alamar (To the Sea) Dir. Pedro González-Rubio
- 9. Silence! The Court is in Session-Vijay Tendulkar.
- 10. An Ordinary Story- Chart Korbjitti

Mapping of COs with PSOs and POs:

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
С	2	1	3	1	1	1	3	3	3	1	3	3	2
0													
1													
С	2	1	3	1	2	2	2	3	3	2	1	1	2
0													
2													
С	3	3	1	1	3	2	3	3	3	2	-	-	3
0													
3													
С	3	3	3	2	3	3	3	3	2	3	2	2	3
0													
4													
С	3	3	3	3	3	3	3	3	3	3	3	3	3
0													
5													

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	√ 	\checkmark	\checkmark



CALICUT UNIVERSITY

FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES						
Course Code	ENG4FV109(2)						
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR SCIENCES						
Type of Course	VALUE-ADD	ED COURSE	(VAC)- SCIE	ENCE			
Semester	4						
Academic Level	100-199						
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours		
	3	3	-	-	45		
Pre-requisites	The learners an other social av	-	•		vell-being and		
Course Summary	This course aims to foster values like gender awareness, physical and mental well-being, and self-responsiveness among students by imparting the knowledge and experience requisite to elicit gender, health and wellness, self and identity, and human rights principles through the textual world.						

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used			
CO 1	To foster human values among learners by providing learning experiences through textual transactions.	U, An	F, C	Discussion, /Poster making/Assi gnment.			
CO 2	To provide a learning experience that is distinctive and impactful on the young generation and engage, inspire and challenge the learners to become leaders with ethics and positive contributors to their chosen field.	U, An, Ap	С, Р, М	Debate/Artic le/ Quiz.			
CO 3	To analyse the complexities of life and find solutions in the current digital era.	U, Ap, An	С, Р, М	Panel discussion/S urvey/Debat es/ Assignments			
CO 4	To nurture gender sensitivity, ethics, human rights, identity and self in the young generation.	Ap, An, C	С, М	Panel discussion/C reative writing			
CO 5	To understand the value of life and the meaning and application of peaceful co-existence.	An, Ap, C	С, М	Create Videos/ GD.			
# - F	 * - 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	Hours (45)	Marks (50)
Ι		Human Rights	9	13
	1	Integrating Human Rights, Leave No One Behind, and Gender Equality into UN Cooperation Frameworks- <i>United Nations</i> <i>Sustainable Development Group</i> <u>https://www.youtube.com/watch?v=mHHy1gDn4x8</u>	2	
	2	On The Rule of the Road - A.G. Gardiner	2	
	3	Humanities v/s Science- S Radhakrishnan	2	
	4	I Am a Cat- Dir. Kon Ichikana	3	
		 Conduct a debate on the misuse of Constitutional Rights. Organise panel discussion on 'Threats on Human Rights'. Prepare a short film on the challenges of human rights. Explore human rights issues through storytelling. Professional Ethics and Scientific Temper		
П		9	12	
	5	The Self- Unseeing- Thomas Hardy	2	
	6	Karma- Khushwant Singh	2	
	7	Excerpt from All in a Drop: How Antony Van Leeuwenhoek Discovered an Invisible World - Lori Alexander	2	
	8	The Boy Who Harnessed the Wind-Dir. Chiwetel Ejiofor	3	
		 Suggested Activities: Organise a debate on ethics and its relevance. Write a story/ poem about ethics and its practice. Prepare a short video on ethics. Conduct a quiz on topics related to scientific temper. 		

III		Understanding Gender	9	13		
	9	The Yellow Wallpaper- Charlotte Perkins Gilman	3			
	10	Don't be Beautiful- Nikita Gill	1	-		
	11	The Biology of Gender, from DNA to the Brain- Karissa Sanbonmatsu https://www.youtube.com/watch?v=HLEgiR1Fsds	3			
	12 'Introduction' to Strategy The Empowerment of Women and Girls with Disabilites: Towards Full and Effective Participation and Gender Equality- UN Women 2 https://www.unwomen.org/sites/default/files/Headquarters/Attachme 1 nts/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf 1					
		 Suggested Activities: Watch films based on gender equity and write reviews. Write a newspaper article on any contemporary gender issues. Analyse representation of women in science. Discussion about the cross-cultural representation of women in literary narratives. 				
IV		Mindfulness	9	12		
	13	Factories Are Eyesores- Baldoon Dhingra	2	-		
	14	'Stigma Shame and Silence' from <i>Positive Lives: The Story of Ashok</i> and Others with HIV- Kalpana Jain	2	-		
	15	Chapter I from A Long Walk to Water- Linda Sue Park	3	-		
	16	The Poisoned Bread- Bandhu Madhav	2	-		
		 Suggested Activities: Collect and compile life stories of people from minority communities. Watch movies/documentaries about calamities inflicted by human beings. Identify texts dealing with themes of inclusiveness and diversity. Make short videos on peaceful co-existence. 				
V		Open-Ended	9			

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final

examination, however, covers only the 16 units from the fixed module

Suggested Reading:

- 1. Frankenstein's Daughters; Women Writing Science Fiction- Jane Donawerth
- 2. Pale Blue Dot- Carl Sagan
- 3. *Lilavati's Daughters- The Women Scientists of India* Ed. Rohini Godbole and Ram Ramaswamy
- 4. Predicts The Future– Isaac Asimov https://youtu.be/gTBxkUPG4a4?si=nPqpyarzxYGCwsY0
- 5. Vanka- Anton Chekhov
- 6. The Sanatorium of Trees- Veeran Kutty
- 7. Where is the Friend's House? Dir. Abbas Kiarostami
- 8. *We are Water Protectors* Written by Carole Lindstrom and Illustrated by Michaela Goade
- 9. *Gift in Green* Sarah Joseph
- 10. A Day in the Life of Ruby- Special Book by Special Kids

https://www.youtube.com/watch?v=SkcakBySs18

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
C 0 1	3	3	3	1	3	-	3	-	1	1	-	-	2
C 0 2	3	3	2	1	2	2	3	3	2	2	2	3	3
C 0 3	3	3	3	3	3	2	3	3	3	3	3	2	3
C 0 4	3	3	3	2	3	3	3	2	3	3	2	2	2
C 0 5	3	3	3	3	3	-	3	3	3	3	3	3	-

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	✓	√ 	\checkmark	\checkmark



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

VALUE ADDED COURSE

Programme	GENERAL FOUNDATION COURSES								
Course Code	ENG4FV109(3)								
Course Title	FRAMING PERSPECTIVES: LITERARY AND CULTURAL NARRATIVES FOR COMMERCE AND MANAGEMENT								
Type of Course		VALUE-ADDED COURSE (VAC)- COMMERCE AND MANAGEMENT							
Semester	4								
Academic Level	100-199								
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours				
	3	3	-	-	45				
Pre-requisites	The learners a ethics and its a	-		-					
Course Summary	citizens with c temper and va	The course aims at producing engaged, productive, and empowered citizens with creative imagination, sound ethical moorings, scientific temper and values for building an equitable and inclusive society as envisaged by our Constitution.							

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used				
CO 1	The learner will understand the perspectives on desirable attributes and the role of values in the well-being of an individual and society.	U	F, C	Assignme nts/Test Paper/ Quiz				
CO 2	The learner will analyse real-life situations and cultivate empathy, tolerance and respect towards pluralism.	An	С, М	Questionna ire/Survey				
CO 3	The learner will apply the knowledge of personal and social ethics to issues in her/his life and society.	Ар	С, Р, М	Debate/ Group Discussi on.				
CO 4	The learner will analyse the Quotients of Wellness and measure the values of each quotient for her/his health and wellness.	Ap, An	Р, М	Read and analyse.				
CO 5	The learner will acquire the ability to analyse problems related to human rights, professional ethics, scientific temper and individual and social well- being.	E, An	Р	Semin ar present ation				
# - F	 * - 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	Hours (45)	Marks (50)	
I		Human Rights			
	1	Kalahandi- Jagannath Prasad Das	2	-	
	2	Excerpt from 'Supreme Court Judgment on Polygraph, Narco-Analysis & Brain-Mapping: A Boon or a Bane?' - Suresh Bada Math	2		
	3	Black Men and Public Place- Brent Staples	3	-	
	4	Black & White- Dir. Anuj Ramachandran	2	-	
		https://youtu.be/AxUgUBaipRA			
		Suggested Activities:		-	
		 Collect recent news items on human rights violations, analyse them and prepare a report on them. Interpret cartoons on human rights as in the example given. 			
		 List the human rights violations that are commonly seen. Organise panel discussion on the shortcomings of the human rights enlisted in the Constitution of India. 			
II		Scientific Temper	9	12	
	5	The Theologian's Nightmare- Bertrand Russell	3	-	
	6	Excerpt from 'What is Science?- George Orwell	2		
	7	The Broken Mirror, the Black Cat and Lots of Good Luck -	2	-	
		Chris Rose			
	8	How AI will Shape Humanity's Future- Yuval Noah Harari https://youtu.be/2w37ty9gGU8	2		
		Suggested Activities:		-	
		1. Watch the short film and write a review. <i>A Day in the Life</i> - <u>https://www.youtube.com/watch?v=j-</u> <u>kDsBrHAYs</u>			
		 What kinds of superstitions are common in your locality? Make a list. Discuss AI and the Future of Humanity. Conduct a poster exhibition on the latest scientific developments from Kerala. 			

III		Professional Ethics	9	13
	9	Propaganda Techniques in Today's Advertising- Ann McClintock	3	
	10	A Crime of Compassion- Barbara Huttman	2	
	11	Excerpt from 'Social Media Ethics and Etiquettes'- Carolyn Cohn	2	
	12	How to Create a Great Brand Name?- Jonathan Bell - TED Archive	2	
		https://youtu.be/rzbXht7MJVM		
		Suggested Activities:		
		 Prepare a chart about the Professional Ethics to be practised in a firm/company. Conduct a debate on the topic- Euthanasia. List interesting brand names and analyse their meanings. Write an article about the importance of sustainable living and work ethics. 		
IV		Health and Wellness	9	12
	13	Pain is Not the Ultimate Enemy- Norman Cousins	2	
	14	The Diabetes Epidemic: Why, and What We Can Do?- V. Mohan	2	
	15	Ethical Health: Time to Add to Your Wellness Wheel- Joel Bennett	3	
	16	Women's Mental Health- The News Minute	2	
		https://www.youtube.com/watch?v=vk7vkyTXfy8		
		Suggested Activities:		
		 Draw a Wellness Wheel and mark individual scores. The eight sections in the wheel represent your life. Rank your level of satisfaction with each area out of 10. 1- means you are struggling and feel unfulfilled in that area. 10- means you're satisfied with that area and don't think it needs much improvement. Discuss methods of improvement. Discuss some measures to ensure healthy practices in life. Make a presentation on the prominent health issues in contemporary times. Create a short video on any healthcare professional from the learner's region. 		
V		Open-Ended	9	

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 36 transaction hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5 marks) and the fixed modules (20 marks). The final examination, however, covers only the 16 units from the fixed module

Suggested References:

- 1. Universal Declaration of Human Rights <u>https://www.un.org/en/about-us/universal-declaration-of-human-rights</u>
- 2. Human Rights and Legal Responsibilities Nani A Palkhivala
- 3. A Perspective on Scientific Temper in India- Subodh Mahanti
- 4. Scientific Temper: A Nehruvian Thought that is much Relevant Today Venkataraghavan Srinivasan

https://thefederal.com/science/scientific-temper-a-nehruvian-thought-but-verymuch-relevant-today/#google_vignette

- 5. Business Ethics: Ethical Decision Making & Cases- O.C Ferrell
- 6. Leading with Purpose: The New Corporate Realities- Richard R. Ellsworth
- 7. Social Media Ethics Essay: Examples & Definition- *IvyPanda* <u>https://ivypanda.com/essays/social-media-and-ethics-report/</u>
- Social Media, Ethics and the Privacy Paradox-Nadine Barrett- Maitland and Jenice Lynch from Security and Privacy From a Legal, Ethical, and Technical Perspective-Ed. Christos Kalloniatis and Carlos Travieso-Gonzalez <u>https://www.intechopen.com/chapters/70973</u>
- 9. How to Look After Your Mental Health using Exercise?- *Mental Health Foundation* <u>https://www.mentalhealth.org.uk/explore-mental-health/publications/how-look-after-your-mental-health-using-exercise</u>
- 10. Ethical Dilemma: The Burger Murders Dir. Patrick Smith https://www.youtube.com/watch?v=W8O131s31Rg

	PSO	PSO	PSO	PSO	PSO	PSO	PO						
	1	2	3	4	5	6	1	2	3	4	5	6	7
C 0 1	3	3	3	1	2	-	2	-	1	1	-	-	2
C O 2	3	3	3	3	2	3	3	3	3	3	2	2	3
C O 3	3	3	3	1	2	3	3	3	3	2	3	3	3
C O 4	3	2	3	3	3	3	3	3	3	3	2	3	3
C O 5	3	1	2	3	3	-	2	2	3	1	3	3	-

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

- 1. Quiz/ Discussion/ Seminar (10%)
- 2. Internal Exam (10%)
- 3. Assignment (10%)
- 4. End Semester Exam (70%)

Mapping of Cos to Assessment Rubrics:

	Quiz/ Discussion/ Seminar (10%)	Internal Exam (10%)	Assignment (10%)	End Semester Exam (70%)
CO 1	\checkmark	√	\checkmark	√
CO 2	\checkmark	√	\checkmark	✓ ✓
CO 3	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark
CO 5	\checkmark	\checkmark	\checkmark	√



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CUFYUGP)

GENERAL FOUNDATION COURSES

IV SEM- SKILL ENHANCEMENT COURSE

Programme	GENERAL FOUNDATION COURSES									
Course Code	ENG4FS111(1A)									
Course Title	CONTEMPO	RARY LANG	UAGE SKIL	LS FOR LIT	ERATURES					
Type of Course	SKILL ENHA	ANCEMENT	COURSE (SI	EC)- LANGU	AGES					
Semester	4									
Academic	100-199	100-199								
Level										
Course Details	Credit	Lecture per	Tutorial	Practical	Total Hours					
		week	per week	per week						
	3	2		2	60					
Pre-requisites	Basic knowledg	ge of the Engli	sh Language.							
Course	The course equ	ips learners v	with a compre-	hensive skill s	et that extends					
Summary	beyond basic	language ac	quisition. Thi	is program e	encompasses a					
	spectrum of g	spectrum of general and professional proficiencies, emphasizing the								
	development of	creativity, crit	tical thinking,	effective comm	nunication, and					
	collaborative at	oilities.								

Course Outcomes (CO):

СО	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used			
CO1	Acquisition of active listening skills to respond to verbal and nonverbal cues.	R	Р	Test/Quiz			
CO2	Acquisition of proper vocabulary, pronunciation and command over grammatical categories to develop language competency.	R, U	С	Viva- Voce/Exams			
CO3	Developing the skills to interact with diverse people belonging to different cultures.	C, Ap, E	Р	Role play/ Viva- Voce			
CO4	Developing the skill to make effective presentations with the assistance of technology.	C, Ap	Р	Seminar			
CO5	Acquisition of the skill to evaluate verbal and written communication and respond appropriately.	An, Ap, E	Р	Assignments			
CO6	Developing Professional Writing Skills	R, Ap	Р	Review			
* - 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 (60)	Marks (50)	
Ι		SOCIAL & PROFESSIONAL SKILLS	8	15	
		To develop effective communication, teamwork, and leadership es to excel in both social and professional environments.			
	1 Martin Luther King- RN Roy				
	2	Green Parrots in a cage-Gopi Gauba	2		
	3	'First Thoughts' from <i>Writing Down the Bones: Freeing the Writer</i> <i>Within-</i> Natalie Goldberg-pp 10-13.	2		
	4	'Introduction — Brandon Sanderson on Writing Science Fiction and Fantasy'- Brandon Sanderson <u>https://youtu.be/-6HOdHEeosc?si=gTJOTvqCJ6L7BwjP</u>	2		
		Critical Thinking & Problem Solving	8	10	
II	Skill:	To enable learners how to think and evaluate critically.			
	5	A Jury of Her Peers-Susan Glaspell	2		
	6	Harrison Bergeron- Kurt Vonnegut	2		
	7	Letter from a Birmingham Jail- [King, Jr.] https://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html	2		
	8	The Man with the Hoe-Edwin Markham. <u>https://www.poetryfoundation.org/poems/47948/the-man-with-the-hoe</u>	2		

III		Creative Expressions	8	15
		Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.		
	9	Ariel- Sylvia Plath	2	_
	10	Bullet in the Brain-Tobias Wolff	2	_
	11	The Starry Night-Vincent van Gogh	2	
	12	April 15th &16 Th, 1802" from the Journal Written at Grasmere(p.106-109)-Journals Of Dorothy Wordsworth Edited By William Knight Vol. I <u>https://www.gutenberg.org/files/42856/42856-h/42856-</u> h.htm#Page_77	2	-
IV		Collaboration	6	10
	Brain	s: To teach learners the skill of collaboration in classroom- storming, Group Discussion & Peer Learning Collaborative in the al spaces		
	13	The Conjuror's Revenge -Stephen Leacock	2	_
	14	The Price of Flowers -Prabhat Kumar Mukhopadhyay	1	_
	15	Documentary based on Kerala flood- https://youtu.be/kwwhqn1IOIE?si=Z6rCDbHx5tW3iJpU	1	
	16	Snake-D H Lawrence	2	

V	Practicum	30
	Module I:	7
	1. Bring out the parallels in the life and works of Martin Luther	
	King and Mahatma Gandhi	
	2. Social injustice in some form or other exists in every society	
	in all times. What can we do to create a just and democratic	
	society. Conduct a GD	
	3. Partition has left lasting scars in the soul of this subcontinent.	
	Discuss	
	4. How does the story bring parallels between the parrots and	
	the people? Do you feel true human relationships always go	
	beyond man-made boarders? Discuss	
	5. "Forget yourself. Disappear into everything you look at"	
	Examine the statement about creative writing in Writing	
	Down the Bones.	
	6. Are you interested in creative writing? Sit in groups and give	
	a small activity in creative writing and share your scripts and	
	discuss.	
	7. Discuss how Brandon Sanderson uses different writing	
	methods to write science fiction and other stories.	
	8. Conduct GD on the salient features of science fiction	
	Module II:	7
	1. Write a short note on decorative writing and women	
	2. Identify and analyze mysteries featuring women as	
	investigators and compare them with stories featuring men as	
	investigators	
	3. Organize a discussion on detective stories and characters	
	popular in your regional literature.	
	4. Write a short story or essay imagining a different ending or	
	alternative developments for the characters in "Harrison	
	Bergeron." Consider how small changes could alter the	
	story's message.	
	5. Research the historical and political context in which	
	Vonnegut wrote "Harrison Bergeron." Create presentations or	
	papers discussing how real-world events influenced his	
	portrayal of societal issues.	
	6. Trace out the history of the civil rights movement in the USA	
	and submit an assignment critically reading the history	
	7. Organize a discussion on racism and how language plays a	
	role in it.	
	8. After reading the letter, write down the critical arguments	
	that evolved through the narrative and how it exerts soft	
	power on the opponents addressed in the text.	
	9. Identifying the painting mentioned in the poem and give your	
	interpretation then compare it with the poem.	
	10. Organize a discussion on the condition of working class after	
	analyzing the poem then submit a note comparing the	
	contemporary experience of class	
	11. Attempt an imaginary interview by creating critical questions	
	for the author regarding his utopian ideas.	

Module III:	8	
 Some poems in "Ariel" evoke strong visual imagery. Discuss how their interpretations visually capture the essence of Plath's words. 		
2. Assign a research project focused on Sylvia Plath's life and work beyond "Ariel.		
 Research real-life instances of unexpected events or ironic twists similar to Anders' experience. How do these compare to Wolff's fictional portrayal? 		
 Create a storyboard or a series of illustrations that depict key moments in the story. 		
 Discuss how "The Starry Night" has influenced literature, music, and popular culture. Identify references to the painting in films, books, and music videos. 		
 Compare "The Starry Night" with other depictions of night skies in art history, such as other works by van Gogh or by artists like Edvard Munch or Claude Monet. 		
7. Research the Romantic literary movement and its key characteristics. Discuss how Dorothy Wordsworth's journal entries exemplify Romantic ideals such as reverence for nature, emotional introspection, and spontaneity.		
 Compare and contrast modern-day observations with Dorothy Wordsworth's descriptions from 1802. Discuss any changes in the landscape or environmental conditions. 		

Module IV:	8	
 We often underestimate others. Conduct a GD on the role of mutual respect in our social interactions after reading The Conjuror's Revenge 		
2. Bring out the elements of suspense and humour in the narrative style of Leacock.		
3. Empathy is a universal feeling, discuss the statement in the light of ' The Price of Flowers '		
4. True human values know no boundaries. Discuss		
5. Identify collaborations in digital platforms and write assignments using the platform.		
6. Give a topic to the learners and conduct brainstorming sessions & group discussions.		
7. Man is just one among all the creatures living on the planet.We need to collaborate and coexist with other creatures.Conduct a debate on the topic		
8. There is beauty all around us, but we often fail to notice the wonders of nature. Do you agree? -GD.		

Note: The course is divided into five modules, with four having 16 fixed units and one openended 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) as 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 Readings:

- 1. Collins, Beverley and Inger M Mees. Practical English Grammar and Phonology
- 2. Lal, Ivy. Essentials of Advanced English Grammar
- 3. Hewings, Martin. Advanced Grammar in Use
- 4. Bailey, Stephen. *Academic Writing: a handbook for international students*. Routledge, 2017.
- 5. Baker, Ann. Ship or Sheep? an Intermediate Pronunciation Course. Cambridge University Press, 1977.
- 6. Biesenbach, Rob. Unleash the Power of Storytelling: Win Hearts, Change Minds, Get Results. Eastlawnmedia, 2011.
- 7. Carnegie, Dale. The Quick and Easy way to Effective Speaking. Simon & Schuster, 1990.
- 8. Coleman, Keith. Effective Communication Skills. Communication & Social Skills, 2019
- 9. Daniels, Aubrey C. Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement, Third Edition. McGraw-Hill Education, 2016.
- 10. Dhanvel. S.P. English and Soft Skills. Orient Blackswan, 2010.
- 11. Finlay, Michelle. Everyday English for grown-ups: Getting to grips with the basics Michael O'Mara, 2015
- 12. Gallo, Carmine. *Five Stars: The Communication Secrets to Get from Good to Great.* St. Martin's Press, 2018.

- 13. Giblin, Les. The Skill with People. Embassy Book Distributors, 2001
- 14. Goulston, Mark. Just Listen: Discover the Secret to Getting Through to Absolutely Anyone. AMACOM, 2015.
- 15. Headlee, Celeste. *We need to Talk: How to have Conversations that Matter*. Harper, 2017
- 16. Lewis, Norman. Wordpower made Easy. Doubleday, 1949.
- 17. Patterson, Kerry, et al. Crucial Conversations. McGraw-Hill Contemporary, 2002.
- 18. Sullivan, Jay. Simply Said. Wiley, 2016.
- 19. Tuhovsky, Ian. 21 Days of Effective Communication. CreateSpace Independent Publishing Platform, 2018.
- 20. Turkle, Sherry. Reclaiming Conversation: The Power of Talk in a Digital Age .Penguin Audio,2015.

21. E Sources

- 22. https://learnenglishteens.britishcouncil.org/
- 23. https://www.bbc.co.uk/learningenglish/
- 24. https://www.ted.com/talks
- 25. https://www.cambridgeenglish.org/
- 26. https://www.myenglishpages.com/
- 27. https://www.ispeak.club/

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO 1	PO 2	PO3	PO 4	PO5	PO 6	PO 7
CO 1	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 2	3	-	-	-	1	-	2	3	2	-	-	-	-
CO 3	3	1	2	-	2	-	2	2	2	-	-	-	-
CO 4	2	-	1	3	-	-	2	1	2	3	3	1	-
CO 5	3	-	1	1	2	-	2	3	2	1	-	1	-
CO 6	2	_	1	1	1	_	2	3	2	1	1	1	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	\checkmark	\checkmark	\checkmark	\checkmark	
CO 2	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
CO 3	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark	\checkmark	\checkmark	
CO 5	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
CO 6	\checkmark	\checkmark	\checkmark	\checkmark	



$\begin{array}{c} \mbox{CALICUT UNIVERSITY} - \mbox{FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)} \end{array}$

GENERAL FOUNDATION COURSES

FOUNDATION COURSE FOR HUMANITIES AND OTHER BA PROGRAMMES

SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL	GENERAL FOUNDATION COURSES IN ENGLISH								
Course Code	ENG4FS111(1B)									
Course Title	CONTEMP	CONTEMPORARY LANGUAGE SKILLS FOR HUMANITIES AND								
	OTHER BA	PROGRA	MMES							
Type of	SKILL ENH	IANCEME	NT COURS	SE (SEC) – I	HUMANITIE	ES				
Course										
Semester	4									
Academic	100-199									
Level										
Course	Credits	Lecture	Tutorial	Practical	Others	Total Hours				
Details										
	3	2	-	2	-	60				
Pre-requisites	Basic English	n Language	Comprehens	sion and Ana	lytical skills.					
Course	The course e	quips the lea	arners in dev	eloping skill	s to use Engli	sh as a medium of				
Summary	effective con	nmunication	in their prop	fessional con	texts and also	provides insights				
	about how to	show creati	vity through	n language, h	ow to enhance	e clarity in				
	expression ar	nd how to m	ake commu	nication impa	actful.	-				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate proficiency in contemporary language skills suitable for academic and professional contexts.	R, U	F, C	Comprehension/ GD
CO2	Understand and appreciate the cultural nuances embedded in the language.	R, Ap, An,	C, P	Debates
CO3	Apply critical thinking skills to analyze and interpret various forms of contemporary language media, such as literature, films, articles, and online content.	Ap, An	Р, М	Discussions/Re view
CO4	Communicate effectively and coherently in both written and spoken forms of the contemporary language.	E, C	F, M	Assignments
CO5	Apply language skills across interdisciplinary contexts within the humanities and beyond, integrating knowledge from other disciplines.	Ар	Р	Discussions/exa m
CO6	Foster a critical attitude to analyse and comprehend the judicious use of English language.	An	М	Discussion/Assi gnment
# - Fa	emember (R), Understand (U), Apply actual Knowledge(F) Conceptual Know cognitive Knowledge (M)			

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)	
Ι	C1;:11.	SOCIAL & PROFESSIONAL SKILLS	8	10	
		To develop effective communication, teamwork, and leadership es to excel in both social and professional environments.			
	1	Emotional Intelligence in the Workplace- Ivan Andreev https://www.valamis.com/hub/emotional-intelligence-in-the- workplace	2		
	2	Philosophy is the secret to thriving in the age of AI- Jim Frawley <u>https://www.fastcompany.com/90935547/we-need-more-</u> workers-studying-philosophy-not-computer-science-to-address- the-disruption-of-ai	2		
	3	Stephen Fry- Full Address- BBC Panel discussion- https://youtu.be/IporlmXXDeY?si=0kW6_Srb7KSnNmBd	2		
	4	The Story Behind the Story- <i>Who moved my cheese?</i> - Spencer Johnson -pp 13-18	2		
		Critical Thinking & Problem Solving	8	15	
II					
	Skill:	To enable learners how to think and evaluate critically.		1	
	5	The Black Sheep- Italo Calvino	2		
	6	The Five Orange Pips- Sir Arthur Conan Doyle	2		
	7		2	1	
	8	Children of the Working Class- John Wieners	2	-	
		Build a tower, Build a Team -Tom Wujec- TED Talks https://youtu.be/H0_yKBitO8M?si=Ds1RNNabxo27o6of	_		

III			7	
		Creative Expressions		15
	Skills: To enable learners to master the nuances of creative writing and understand the fundamental elements of creative writing by developing skills in writing fiction, poetry, and creative non-fiction.			15
	9	Sunflowers - Vincent Van Gogh	1	
	10	Tyger-William Blake	2	_
	11	Kurt Vonnegut on the Shapes of Stories - David Comberg https://youtu.be/oP3c1h8v2ZQ?si=Ah9LQX100kNtU1Bg	2	_
	12	<i>The Knife: Meditations after an Attempted Murder-</i> Salman Rushdie (Part 1-The Knife,pp 7-15)	2	_
IV	Collaboration		7	10
	Skills: To teach learners the skill of collaboration in classroom- Brainstorming, Group Discussion & Peer Learning Collaborative in the digital spaces			
	13	Documentary based on Kerala flood- https://youtu.be/kwwhqn1IOlE?si=Z6rCDbHx5tW3iJpU	2	
		Empowering India's Women through Community Groups -P	2	
	14	Sainath https://www.bbc.com/news/world-asia-india-27615599	2	
	14	Sainath	2	
		Sainath https://www.bbc.com/news/world-asia-india-27615599 The New Science of Building Great Teams - Alex Pentland		

Module	I:	8	
re at	nterdisciplinary Group Research Projects: Collaborate on esearch projects that require effective communication nd teamwork to integrate diverse perspectives and present cohesive findings.		
sj	Peer Teaching Sessions: Lead peer teaching sessions on pecialized topics, developing leadership and clear ommunication skills while facilitating collaborative earning.		
d	Debate and Discussion Panels: Participate in structured bebates and panel discussions to hone persuasive ommunication, teamwork, and leadership in organizing nd moderating discussions.		
w	eadership Workshops: Make the learners attend vorkshops that focus on leadership styles and strategies, ngaging in activities that simulate real-world leadership hallenges and team management.		
st v	Collaborative Digital Storytelling: Create digital torytelling projects in teams, combining visual and erbal communication skills while coordinating roles and esponsibilities.		
cu p	Community Engagement Projects: Plan and execute ommunity service initiatives, requiring strategic lanning, teamwork, and effective communication with liverse stakeholders.		
p	Role-Playing and Simulation Games: Engage in role- laying scenarios and simulations that replicate social and rofessional environments, emphasizing leadership and ollaborative problem-solving.		
se	Peer Feedback and Reflection Sessions: Conduct regular essions where learners provide and receive constructive eedback on communication, teamwork, and leadership fforts, fostering continuous improvement.		

Module II:	7
1. Textual Analysis Exercises: Analyze and interpret complex literary and philosophical texts to develop critical thinking and analytical skills.	
2. Critical Essays: Write essays that require the evaluation and synthesis of multiple sources, fostering deep analytical thinking.	
3. Debate and Discussion Forums: Engage in structured debates and discussions on controversial topics to enhance critical thinking and argumentation skills.	
 Case Study Analyses: Examine historical or contemporary case studies, applying critical analysis to understand causes, effects, and implications. 	
5. Peer Review Workshops: Participate in peer review sessions to critique and refine each other's analytical essays and projects.	
6. Interdisciplinary Research Projects: Conduct research projects that integrate perspectives from multiple disciplines, promoting critical analysis and synthesis.	
 Problem-Based Learning Scenarios: Solve real-world problems through a structured PBL approach, requiring critical analysis and solution development. 	
8. Film and Media Critique: Critically analyze films, documentaries, and other media to understand underlying messages, biases, and cultural impacts.	

Module III:	8
 Module III: Prepare a list of interview questions for the character in the prescribed stories given in the units. Prepare a power point presentation on writing effective dialogues and vivid descriptions. Writing Workshops: Participate in writing workshops where learners produce and critique each other's fiction, poetry, and creative non-fiction, focusing on elements like plot, character, and style. Prompt-Based Writing Exercises: Engage in daily writing exercises based on diverse prompts to stimulate creativity and practice different genres. Literary Analysis of Classics: Analyze classic works of fiction, poetry, and creative non-fiction to understand fundamental writing techniques and styles. Peer Review Sessions: Conduct peer review sessions to give and receive feedback on creative pieces, improving revision skills and understanding of narrative structure. Genre-Specific Assignments: Give assignments tailored to each genre—short stories, poems, and essays—focusing on specific elements like imagery in poetry or dialogue in fiction. Author Readings and Discussions: Make learners attend readings and discussions with established authors to gain insights into their creative processes and techniques. 	8
 Identify collaborations in digital platforms and write assignments using the platform. Give a topic to the learners and conduct brainstorming session & group discussion. Enactment of selected scene based on learner's choice and conduct discussions based on the performances. Create a short film using collaborative skills. Classroom discussion on different narrative perspectives and voices. Group Research Projects: Collaborate on research projects where each member contributes their expertise, fostering teamwork and integrated analysis. Collaborative Creative Writing Exercises: Participate in collaborative writing sessions where learners co-create stories or poems, enhancing cooperation and shared creative processes. Group presentations on the topics discussed in the modules given above. 	
Note: The course is divided into five modules, with four having 16 fixed units and one openended 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) as 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. Anderson, Chris J. TED TALKS: The Official TED Guide to Public Speaking. Canada, HarperCollins, 2017.
- 2. Mehl, Martin. *Principles of Communication: Public Speaking*. United States, Pearson Learning Solutions, 2017.
- 3. Reynolds, Garr. *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 3rd Edition. United States, New Riders, 2021.
- 4. Moore, Brooke Noel, and Parker, Richard. *ISE Critical Thinking*. United Kingdom, McGraw-Hill Education, 2020.
- 5. Nichols, Michael P., and Straus, Martha B.. *The Lost Art of Listening: How Learning to Listen Can Improve Relationships*. United States, Guilford Publications, 2021.
- 6. Bowe, Heather, et al. *Communication Across Cultures: Mutual Understanding in a Global World*. Australia, Cambridge University Press, 2014.
- 7. Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. United States, Guilford Publications, 2013.
- 8. Murphy, Raymond. *Basic Grammar in Use*. Cambridge UP Fourth Edition, 2017.
- 9. Martin Hewings. Advanced English Grammar with Answers. Cambridge UP, 1999.
- 10. Balasubramaniam, T A *Textbook of English Phonetics for Indian Learners*. Macmillan, 2013.
- 11. Minshew, Kathryn, and Cavoulacos, Alexandra. *The New Rules of Work: The Ultimate Career Guide for the Modern Workplace*. United Kingdom, Orion, 2017
- 12. The Case against the trauma plot (2022)Excerpt from <u>https://www.newyorker.com/magazine/2022/01/03/the-case-against-the-trauma-plot</u> (Sociology, Social psychology)
- 13. Why Democracies fail <u>https://www.youtube.com/watch?si=_ETLnSR7Qe7PoF4L&v=lVw_Q5vf2Rg&featur</u> <u>e=youtu.be</u> (1. 28 mins) (History, Political Science)
- 14. Get Out <u>https://www.youtube.com/watch?v=Jdd0JF79q4I</u> (Video Essay on racism)
- 15. War and Diaspora https://www.instagram.com/reel/CzmWdMvLagn/?igsh=MWtqMjB2bDY3NnV1YQ %3D%3D
- When Internet-Famous Kids Grow Up, Things Get Complicated by Stephanie Mcneal (2023)
- 17. <u>https://www.glamour.com/story/swipe-up-for-more-excerpt?utm_source=pocket-newtab-android</u>
- 18. Julian Assange on Stopping Warhttps://www.instagram.com/reel/CyJgQfCLFvW/?igsh=Y3FqcWc1MHp2MXA3

Photoessay: <u>https://www.visapourlimage.com/en/festival/exhibitions/mineurs-la-vie-en-prison-et-apres-la-detention</u>

- 19. How to give effective feedback <u>https://www.cultureamp.com/blog/how-to-give-effective-feedback</u>
- 20. Prompt Writing for Generative AI: Mastering Techniques <u>https://medium.com/@niall.mcnulty/prompt-writing-for-generative-ai-mastering-</u> techniques-d2cea15ad754
- 21. NoteTaking: <u>https://coe.jmu.edu/LearningToolbox/cornellnotes.html</u> <u>https://library.vgcc.edu/c.php?g=709492&p=5041676</u>
- 22. Resume, Cover Letter: https://www.suu.edu/careercenter/resume.html
- 23. Report Writing: https://libraryhome.witt.ac.nz/c.php?g=842136&p=6017884
- 24. Questionnaire : <u>https://www.imperial.ac.uk/education-research/evaluation/tools-and-resources-for-evaluation/questionnaires/best-practice-in-questionnaire-design/</u>

	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	-	1	3	3	2	1	2	3	3	1	-	1
C O 2	3	-	-	2	-	-	2	2	3	-	-	-	-
C O 3	3	-	3	2	-	1	3	2	2	-	3	-	1
C O 4	3	-	2	-	-	3	3	1	2	-	3	-	3
C O 5	2	-	2	1	-	1	2	3	2	-	1	-	-
C O 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Mapping of COs with PSOs and POs :

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignm ent	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
CO 2	\checkmark	\checkmark		\checkmark	
CO 3	\checkmark		\checkmark	\checkmark	\checkmark
CO 4	\checkmark	\checkmark		\checkmark	
C05	\checkmark		\checkmark		\checkmark
C06	\checkmark				



CALICUT UNIVERSITY- FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP)

GENERAL FOUNDATION COURSES

SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL FOUNDATION COURSES										
Course Code	ENG4FS111(2)										
Course Title	CONTEMPORARY LANGUAGE SKILLS FOR SCIENCES										
Type of	SKILL ENHANCEMENT COURSE (SEC) – SCIENCE										
Course											
Semester	4	4									
Academic	100-199	100-199									
Level											
Course	Credit				Total Hours						
Details		Lecture per	Tutorial per	Practical per							
		week	week	week							
	3	2		2	60						
	5	2	-	2	00						
Pre-	Basic English langu	age skills and	knowledge of	Science.	I						
requisites	0 0	U	0								
Course	The course aims to	cultivate and	refine essentia	l language lear	rning skills for						
Summary	the learners within t	the science str	ream. This cou	arse is strategic	cally crafted to						
	amplify the effective	eness of comm	nunication, en	powering learn	ners to express						
	scientific ideas with	n precision and	d in an engag	ing manner an	d is intricately						
	designed to nurture of										
	instill an ethical scie	entific outlook	•	-	_						

Course C	Jutcomes	(CO):
----------	-----------------	-------

CO	CO Statement	Cognitive	Knowledge	Evaluation
		Level*	Category#	Tools used
CO1	Create effective and scientifically oriented presentations using technological tools.	С	Р	Seminar/Report
CO2	Develop essential grammatical acumen required for scientific transactions.	С	Р	Roleplay
CO3	Evaluate the style of scientific language that distinguishes it from common language.	Е	C, P	Quiz/ Viva Voce
CO4	Understand scientific language functions in research articles and analyse the structure of research articles to initiate scientific communication.	U, An	С	Assignments/ Viva-Voce
CO5	Identify and apply scientific discourse markers in communication.	R, Ap	С, Р	Group/Pair activities
CO6	Discover critical ethical aspects related to the development of scientific attitude.	Ар	F	Debate/ Group Discussions
# - Fa	emember (R), Understand (U), Apply actual Knowledge(F) Conceptual Know cognitive Knowledge (M)			

Detailed Syllabus:

Module	Unit	Content	Hrs (60)	Marks (50)				
Ι		8	15					
	Skill: in ana argur		-					
	1 Scientists and the Power of Imagination -https://youtu.be/gemBa8L7jQo?si=64Y5zDV63NNzpcxi							
	2	The Man Who Knew Infinity– Dir. Matthew Brown	2	-				
	3	What's Expected of Us?- Ted Chiang	2	-				
	4	Singularity- Marie Howe	2	-				
II		7	10					
	Skill: and to		-					
	5	Ep #103: Worldwide Effort Says Together Science Can - '60 seconds Science'- Scientific American Podcast <u>https://youtu.be/MDZkm94YMsU?si=OBcLPZZPYzBhzTn5</u>	1	-				
	6	5 Ideas for teaching science vocabulary words-	2	-				
		https://blog.flocabulary.com/science-vocabulary/						
	7	Scientific Reasoning (Chp 2) from <i>Philosophy of Science: A Very</i> <i>Short Introduction-</i> Samir Okasha , pp 18-20.	2					
	8	You can't completely trust your memories-But that doesn't make them any less important-David Linden <u>https://www.popsci.com/story/science/unique-memory/</u>	2	-				

III		8	10	
		To foster creativity in learners and encourage original thinking, lem-solving, and innovative expression across disciplines.		
	9	The Life of Galileo -Bertolt Brecht- Scene I	2	
	10	An Interview with Steven Shapin, author of <i>The Scientific Life: A</i> <i>Moral History of a Late Modern Vocation</i> - <u>https://press.uchicago.edu/Misc/Chicago/750248in.html</u>	2	
	11	Imagination Without Images: Aphantasia and Science Fiction Readers and Writers- Kim Zarins	2	
		https://aphantasia.com/article/stories/aphantasia-and-science- fiction/		
	12	2		
IV		7	15	
	Skill: proje oppo			
	13	The life of Galilio-Bertolt Brecht (Chapter 13- Crosses the Italian Border-The Discorsi)	1	•
	14	Tips for creating and giving scientific presentations- https://courses.physics.illinois.edu/phys596/fa2013/Lectures/Effec tiveScientificPresentations_FA13.pdf	2	
	15	Science Presentations- https://medschool.cuanschutz.edu/docs/librariesprovider157/anat- 6950/anat-6950-presentation-tips.pdf	2	
	16	Team Presentations: Best Practices to Collaborate More Efficiently- Jordan Turner	2	
		https://www.beautiful.ai/blog/team-presentations-best-practices-		

V	Practicum	30
	Module I:	7
	1. Debates and classroom discussions on the role of	
	imagination and scientific endeavours.	
	2. Presentations and debates by learners on how imagination	
	is defined by various disciplines (Cognitive Science,	
	Literature etc.)	
	3. Group discussion on the idea of consent.	
	4. Trace the evolution and history of 'free will'.	
	5. Write a critical essay on the survival of the protagonist in	
	Ted Chiang's short story.	
	6. Debates and presentations on the topic - 'Science and	
	Tradition.'	
	7. Facilitate regular sessions where learners critically analyze	
	and evaluate recent research articles, discussing	
	methodologies, results, and implications.	
	8. Assign complex scientific case studies for learners to	
	dissect, requiring them to synthesize information and	
	propose evidence	
	Module II:	7
	1. Listen to science podcasts to identify the main idea,	
	focusing on transition markers used by the speaker to	
	denote stages from introduction and sampling to final	
	result.	
	 List out major arguments and proposed counter arguments. 	
	3. Read science-related articles and list essential vocabulary	
	found in scientific research.	
	4. List out major ideas in a scientific argument and prepare a	
	flow chart.	
	5. Read excerpts given in Unit 3 from a PopSci (popular	
	science) article and make notes on the main ideas and the	
	supporting details.	
	6. Identify words and phrases that indicate language functions	
	like definition, classification, illustration, and comparison.	
	7. Conduct workshops where learners dissect and discuss	
	scientific papers, focusing on understanding and using	
	specialized vocabulary.	
	8. Regularly administer quizzes on key terms and concepts	
	from current scientific literature to reinforce correct usage	
	and comprehension.	
	1	

Module III:	8	
 Enact the scene in Unit 1 in the classroom. Read the scene from the play and comment on the scientific thinking and how it differed from the period's popular belief system. Attempt narrating a story on a scientific theme employing techniques of narration suitable for presenting scientific ideas. Observe and make a note of the portrayal of scientists in different mediums. Familiarise learners on tips to write science fiction for readers with Aphantasia/mind blindness. 		
 Organize collaborative workshops where learners from different scientific disciplines tackle real-world problems, fostering innovative solutions and creative thinking. 		
 Host competitions that require learners to develop original research proposals or prototypes addressing specific scientific questions or societal needs. 		
 Collect similar scientific articles on the galaxy, as given in Unit 12, and make presentations in class 		

	8	
Module IV:		
1. Submit a group project detailing the achievements of	ofa	
scientist of your choice.		
2. Research the historical context of Galileo's life and	the	
Scientific Revolution.		
3. Assign group projects that require learners from diff	ferent	
scientific fields to collaborate on solving complex re		
questions.		
questions.		
4. Conduct sessions where learners work in teams to ta	nckle	
scientific challenges, emphasizing communication,		
delegation, and collective decision-making.		
delegation, and concerive decision-making.		
5. Form panels where learners provide constructive fee	edback	
on each other's research proposals or manuscripts,	Cubuck	
promoting collaboration and critical evaluation skill	c	
6. Organize sessions where teams analyze and interpre		
	a uala	
sets from multiple perspectives, encouraging		
interdisciplinary insights and teamwork.		
7. Coordinate events where learners present and discus		
research with peers from various scientific discipline	es,	
fostering networking and collaborative learning.		
8. Initiate outreach initiatives that involve interdiscipli	nary	
teams in addressing community issues through scier	•	
research and innovation, promoting teamwork and s	ocietai	
impact.		
Note: The course is divided into five modules, with four having 16 fixed		

Note: The course is divided into five modules, with four having 16 fixed units and one openended 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) as 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:

Schimel, Joshua. Writing Science: How to Write Papers that Get Cited and Proposals that Get Funded, 2011.

Parija, Subhash Chandra and Vikram Kate: Writing and Publishing a Scientific Research Paper, Springer, 2017.

Rowe, Nicholas. Academic and Scientific Poster Presentation, Springer, 2017.

Saxena, Asha. Ethics in Science: Pedagogic Issues and Concerns, Springer, 2019.

	DC	DC	DC	DGO	DC	DC	DO	DOG	DO	DO	DO	DO	DO
	PS O1	PS O2	PS O3	PSO 4	PS O5	PS O6	PO 1	PO2	PO 3	PO 4	PO 5	PO 6	PO 7
C O 1	2	-	1	3	3	2	1	2	3	3	1	-	1
C O 2	3	-	-	2	_	_	2	2	3	-	_	-	-
C O 3	3	-	3	2	-	1	3	2	2	-	3	-	1
C O 4	3	-	2	-	-	3	3	1	2	-	3	-	3
C O 5	2	-	2	1	-	1	2	3	2	-	1	-	-
C O 6	-	3	1	-	-	2	-	1	2	1	2	3	1

Mapping of COs with PSOs and POs:

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignme nt	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1			\checkmark		
CO 2	\checkmark	\checkmark		\checkmark	
CO 3	\checkmark			\checkmark	\checkmark
CO 4	\checkmark	\checkmark		\checkmark	\checkmark
CO 5	\checkmark	\checkmark		\checkmark	
CO 6	\checkmark		\checkmark	\checkmark	



CALICUT UNIVERSITY – FOUR-YEAR UNDERGRADUATE PROGRAMME (CU-FYUGP) GENERAL FOUNDATION COURSES

GENERAL FOUNDATION COURSES SKILL ENHANCEMENT COURSE (SEC)

Programme	GENERAL	GENERAL FOUNDATION COURSES								
Course Code	ENG4FS111(3)									
Course Title	CONTEMI	PORARY LANGUA	GE SKILI	S FOR COMM	ERCE AND					
	MANAGE	MANAGEMENT								
Type of	SKILL ENH	SKILL ENHANCEMENT COURSE (SEC)- COMMERCE AND								
Course	MANAGE	MENT								
Semester	4	4								
Academic	100-199									
Level										
Course	Credit	L acture non weals	Tutorial	Practical per	Total Hours					
Details		Lecture per week	per week	week	Total Hours					
	3	2	-	2	60					
Pre-requisites	Basic Englis	sh language compreh	ension skills	8.						
Course		focuses on the skills								
Summary		d effective in busine								
		learner to identify k								
	-	lectures, presentatio								
	1 0	the effectiveness of c		· · ·						
	field, excel	in collaborating fruit	fully with ot	hers and adapt to	different job					
	environmen	ts.								

Course Outcomes (CO):

CO1		Level*	Category#	Tools used
	Develop soft skills to create effective presentations, incorporating technological tools for commerce and management.	С	Р	Seminar Presentation/ Report/ create journals, adds etc in LMS
	Develop essential grammatical acumen and proficiency in English Language.	С	Р	Exam
	Development of language skills for effective teamwork and group discussions.	C, Ap	М	Role-play/ Debates/ GD
	Understand and analyse the structure of research articles to excel in writing & leadership skills.	U, An	С	Assignments/ Viva-Voce
	Identify and apply general terms and vocabulary commonly used in business and management scenarios.	R, Ap	C, P	Exam/Report
	Discover critical ethical aspects related to the development of research attitude.	Ap	M, F	Case study/ Group/Pair activities

Detailed Syllabus:

Module	Unit	Content	Hours (60)	Marks (50)
Ι		Four Skills of Communication to Enhance Critical Skills	8	15
	Skill:	To enhance the critical and analytical skills of the learners by		
	focusi	ng on the four skills of communication- Listening, Speaking, Reading		
	and W	riting		
	1	10 Ways to Improve Your Listening Skills- Jennifer Herrity https://www.indeed.com/career-advice/career-development/how-to- improve-listening-skills	2	
	2	Excerpts from <i>Public Speaking for Success</i> - Dale Carnegie	2	
		https://www.shortform.com/pdf/public-speaking-for-success-pdf- dale-carnegie		
	3	Crucial Reading Skills: Defined with Improvement Strategies- https://in.indeed.com/career-advice/career-development/reading- skills	2	
	4	7 Ways to Improve Your Writing Skills-Coursera https://www.coursera.org/in/articles/writing-skills	2	

		Creative Challenge	8	15
		To foster innovative thinking, problem-solving abilities, and		
II		rage the application of interdisciplinary approaches to complex		
	issues	3.		
	5	Your Truth is the Most Powerful Tool- Oprah Winfrey Golden Globe Prize Acceptance Speech- Cecil B. Demille <u>https://goldenglobes.com/articles/your-truth-is-the-most-powerful-</u> tool-oprahs-globes-speech-in-full/	2	
	6	Creativity and Commerce: The Battle and the Balance'- https://youtu.be/NDiroGZRwE4?si=kDCjzwg_iKbarIcO	2	
	7	My Life: A Name Trimmed With Colored Ribbons- Lyn Hejinian	2	
	8	Gender Equality is Not Just a Women's Issue- https://www.fsg.org/blog/gender-equality-not-just-womens-issue/	2	

III		Competence: Learning the Art of Win-Win	7	10
		: To focus on developing negotiation skills, collaborative strategies, onflict resolution techniques to achieve mutually beneficial outcomes.		
	9	How I Built This with Guy Raz - The True Story of Instagram https://youtube/hRzoanUMtIw	1	
-	10	6 Negotiation Skills All Professionals Can Benefit From- Kelsey Miller	2	
		https://online.hbs.edu/blog/post/negotiation-skills		
	11	7 Steps to Conflict Resolution (Without the Dread) <u>https://climb.pcc.edu/blog/7-steps-to-conflict-resolution-without-the-dread</u>	2	
	12	Economic History Of Kerala From 1800 To 1947 Ad Part I : Malabar- B. A. Prakash (Pages 4-7)	2	
		http://keralaeconomy.com/admin/pdfs/ECONOMIC.pdf		
IV		Collaboration Challenge	7	10
		To emphasize and develop skills in building teamwork, effective nunication, and cooperative problem-solving skills.		
	13	Teamwork can make a Dream work https://youtu.be/6fbE52YDEjU?si=zbDiNuEsZP7C-MwJ	1	
	14	7 Problem-Solving Skills That Can Help You Be a More Successful Manager	2	_
	14		2	
	14	Manager	2	
		Manager https://www.coursera.org/articles/problem-solving-skills Improving Group Dynamics-		

V	Practicum	30	
	Module I:	8	
	 Module 1: Whisper Down the Line – Whispering a message down a line of learners. For a commerce twist, start with a complex business concept or scenario whispered to the first learner. After it's passed down the line, have the last learner explain it out loud. Discuss the discrepancies and emphasize the importance of active listening. Elevator Pitch Challenge: Learners develop a compelling "elevator pitch" for a new product, business idea, or service within a short time limit (typically 30-60 seconds). They then present their pitch to the class or a small group, aiming to grab attention and spark interest (with a twist - learners can pitch their ideas to a "potential investor"; played by another learner, focusing on persuasion and highlighting the 	8	
	 value proposition). 3. The Case of the Missing Drones – The activity highlights the importance of strong supply chain management and risk mitigation strategies for e-commerce businesses. Understanding potential vulnerabilities, like theft or logistical errors, is crucial to ensure smooth operations and customer satisfaction and explore what steps they could take to minimize the risk of similar incidents in the future (e.g., implementing real-time tracking, strengthening security measures at warehouses). 4. Black Friday Frenzy - A major retailer accidentally leaks 		
	 its Black Friday deals early, causing chaos and long lines. Instead of whispering "Black Friday," each person whispers a different holiday (e.g., Christmas, Valentine's Day). 5. Assign learners to listen to a business-related podcast episode and write a critical summary analyzing the key points, arguments, and their implications for the business world. 		
	 Organize a debate on a current business issue, encouraging learners to research, formulate arguments, and critically engage with opposing views. Have learners present a business case study analysis, focusing on the critical evaluation of the situation, decisions made, and outcomes. Implement peer review sessions where learners critique each other's written work, providing constructive feedback on the analysis, coherence, and persuasiveness of arguments. 		

Module II:	8	
 Preparing Questionnaires: Learn about different question types (multiple choice, open-ended, Likert scale), target audience identification and pilot testing. 		
 Practice structuring reports and assignments with introductions, conclusions, and visuals like charts and graphs. 		
3. Interdisciplinary Case Studies: Analyze complex business cases from multiple perspectives (e.g., finance, marketing, ethics) to encourage innovative problem-solving.		
 Design Thinking Workshops: Engage in hands-on sessions applying design thinking principles to develop creative solutions for business challenges. 		
 Cross-disciplinary Debates: Organize debates on contemporary business issues integrating diverse viewpoints from economics, psychology, and technology. 		
6. Innovation Challenges: Conduct competitions where teams propose innovative business ideas, emphasizing feasibility and market potential.		
7. Brainstorming Sessions: Facilitate structured brainstorming sessions to generate and evaluate unconventional solutions to industry-specific problems.		
 Simulation Games: Participate in business simulations (e.g., market simulations, supply chain management) to apply interdisciplinary knowledge in realistic scenarios. 		

Module III:	7	
1. Marketing Campaign for a New Restaurant - A local, family- friendly pizzeria looking to expand its customer base and attract young professionals. Develop a targeted social media campaign and suggest creative menu additions to appeal to the new demographic.		
 Divide learners into pairs and assign roles like salesperson and client, manager and employee, or negotiators representing different companies. Provide a scenario related to a business situation (e.g., product demo, contract negotiation, resolving customer complaint). Learners act out the scenario, focusing on clear communication, appropriate language, and persuasive techniques. (switch roles after each scenario, allowing the learners to experience different communication styles and perspectives) 		
 Team-Based Case Study Analysis: Collaboratively analyze business cases, emphasizing effective communication, role clarity, and cooperative problem-solving. 		
4. Cross-functional Project Teams: Form teams with diverse expertise to tackle real-world business challenges, fostering teamwork and integrated problem-solving.		
5. Mock Negotiation Exercises: Role-play negotiation scenarios to enhance communication, collaboration, and conflict resolution skills in business contexts.		
 Interactive Workshops on Decision Making: Engage in workshops exploring decision-making frameworks, promoting teamwork and consensus-building skills. 		
7. Problem-Solving Workshops: Participate in workshops where teams apply structured problem-solving methods to address business problems collaboratively.		
 Business Simulation Games: Play simulations requiring teams to manage virtual companies, fostering teamwork, communication, and strategic decision-making skills. 		

Module IV	7	
 Role-Playing Scenarios: Engage in simulated business scenarios to practice teamwork, communication, and collaborative problem-solving under pressure. 		
2. Cross-Functional Team Projects: Collaborate in teams composed of diverse skills to tackle complex business challenges, emphasizing effective communication and integrated problem-solving.		
3. Group Presentations with Peer Evaluation: Deliver presentations as teams on industry topics, incorporating peer feedback to refine communication and teamwork.		
4. Conflict Resolution Workshops: Participate in structured workshops to develop strategies for resolving conflicts constructively within team settings.		
5. Team-building Activities: Engage in activities such as trust falls and problem-solving challenges to strengthen team dynamics and cooperation.		
6. Case Study Debates: Debate differing solutions to business cases to enhance critical thinking, negotiation skills, and teamwork.		
7. Virtual Team Projects: Collaborate remotely on projects using digital tools, focusing on effective virtual communication and teamwork.		
8. Community Service Projects: Undertake projects benefiting the community to foster teamwork, communication, and problem-solving while making a positive impact.		

Note: Note: The course is divided into five modules, with four having 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) as 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. Coughter, Peter. *The Art of the Pitch: Persuasion and Presentation Skills that Win Business*. Palgrave Macmillan, 2012.
- 2. Budhale, Prajeet. The Golden Book of Business Presentation Skills.Bloomsbury,2021
- 3. Lightheart, Andrew (2016) *Presentation Now: Prepare a Perfect Presentation in Less than Three Hours.* Pearson,2016
- 4. Bird, Malcolm. The Complete Guide to Business and Sales Presentation.Quarto, 1990.
- 5. The Golden Book of Business Presentation Skills by Prajeet Budhale
- 6. "Slide:ology: The Art and Science of Creating Great Presentations" by Nancy Duarte
- 7. Body language: How to read others Thoughts by their Gestures by Allen Pease

Mapping of COs with PSOs and POs:

			1	1	1	1	1		-		1	1	
	PSO1	PSO2	PSO	PSO	PSO	PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
			3	4	5	6							
CO 1	3	-	2	-	1	-	3	1	2	1	-	2	-
CO 2	3	-	-	1	2	-	2	3	-	-	3	-	2
CO 3	-	3	2	-	1	-	-	3	1	-	1	3	-
CO 4	2	-	1	1	2	3	2	-	-	1	2	-	3
CO 5	1	3	3	2	-	1	3	2	2	3	-	-	-
CO 6	1	3	1	-	3	-	1	2	-	1	3	2	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz /Discussion / Seminar
- Midterm Exam
- Assignments

	Internal Exam	Assignment	Seminar Presentations	End Semester Examinations	Viva Voce
CO 1	\checkmark			\checkmark	\checkmark
CO 2	\checkmark			\checkmark	\checkmark
CO 3			\checkmark		
CO 4	\checkmark	\checkmark		\checkmark	
CO 5	\checkmark			\checkmark	
CO 6		\checkmark	\checkmark		

Mapping of COs to Assessment Rubrics: