First Semester FYUGP Degree Examination November 2025

Ability Enhancement Courses (AEC)

ENG1FA101(3) : English Language Skills for Commerce and Management

Time: 1.5 Hours **Maximum Marks: 50**

Section A

Read the passage given below and answer the following questions.
Each carries 2 marks. (Ceiling:16 Marks)

In the 1970s, the U.S. government launched initiatives to improve educational opportunities for low-income students through the Elementary and Secondary Education Act (ESEA). This program aimed to provide additional funding to schools serving disadvantaged communities, helping them access better teaching materials, technology, and after-school programs. While these efforts improved resources, many schools struggled to use the funds effectively due to lack of trained staff, inconsistent planning, and limited community support.

By the 1980s, policymakers recognized that simply providing extra funds was not enough. The focus shifted toward programs that offered targeted support to high-achieving students from low-income backgrounds, preparing them for college and future careers. One such program, the Talent Development Initiative (TDI), partnered public schools with universities and private organizations. TDI provided mentorship, scholarships, and specialized training to promising students, giving them access to resources and guidance that were otherwise unavailable.

Interestingly, TDI coordinators—often educators from local communities—emphasized practical support and close monitoring of student progress. In contrast, program sponsors, such as universities and corporate partners, prioritized long-term outcomes like college enrolment rates and workforce readiness. These differing priorities sometimes led to disagreements over which students or programs should receive the most attention. Nevertheless, TDI became a model for combining federal support with local and private partnerships to enhance opportunities for disadvantaged students.

BL2 CO1, CO2

1. What was the primary goal of the Elementary and Secondary Education Act (ESEA) program launched in the 1970s?

2. Why did many schools struggle to use ESEA funds effectively?

3. How did federal policy shift in the 1980s regarding support for low-income students?

4. What is the Talent Development Initiative (TDI) and what role does it play?

5. What are the main differences between the initial ESEA funding approach and the TDI approach?

6. How did universities and private organizations participate in the TDI program?

(PTO)

7. What types of support did TDI provide to students?

8. Who typically makes up the coordinators of TDI programs?

9. How do TDI coordinators and program sponsors differ in their priorities?

10. Based on the passage, do you think the TDI model is more effective than the initial ESEA program? Explain your reasoning.

Section B

Answer the following questions. Each carries 6 marks. (Ceiling:24 Marks)

11.	Apply Bill Birchard's principles of 'Simplicity' and 'Specificity' to prepare a business plan for launching a new product.	BL1	CO1, CO2, CO3, CO4, CO5
12.	How does the narrator in "The Tell-Tale Heart" describe his actions when entering the old man's room, and what do these details reveal about his personality?	BL2	CO1, CO2, CO3, CO4, CO5
13.	Analyze Mark Zuckerberg's arguments and viewpoints in his interview with Kamal Ahmed, and evaluate how relevant or persuasive they are in today's socio-political context.	BL2	CO1, CO2, CO3, CO4, CO5
14.	What are the key components of effective communication?	BL1	CO1, CO2, CO3, CO4, CO5
15.	Consider how the conversation in "A Telephonic Conversation" by Mark Twain would change if both parties could hear each other clearly. Create a possible dialogue for this scenario that demonstrates effective communication practices.	BL3	CO1, CO2, CO3, CO4, CO5

Section C

Answer any one question. Each carries 10 marks (1 x 10 = 10 Marks)

16.	Business speak can make communication easier in shared workspace.Critically evaluate this statement in the light of the key ideas presented by Bob Wiltfong?	BL5	CO1, CO2, CO3, CO4, CO5
17.	Analyse how Bill Gates' shift from a focus on law to computers at Harvard shaped his future path and led to the founding of Microsoft. Discuss the contributions of Paul Allen, the significance of the Altair 8080, and the challenges Gates faced in distributing Microsoft BASIC software.	BL4	CO1, CO2, CO3, CO4, CO5
	CO : Course Outcome		
	BL : Bloom's Taxonomy Levels (1 – Remember, 2 – Understand, 3 – Apply, 4 – Analyse, 5 – Evaluate, 6 – Create)		