

**Lokbharati University for Rural Innovation, Sanosara**

**Academic Year 2025-2026**

**Sem 1**

**Department of English and Communication Skills**

**School of Humanities and Social Sciences**

<b>Sr.No</b>	<b>Category</b>	<b>Course Code</b>	<b>Title</b>	<b>Credit</b>
1	Major	01BAMJ101	Communicative English	4
2	Minor	01BAMN101	કલા અને ગુજરાતી સાહિત્ય: પરિચય	4
3	Multidisciplinary	01BAMD101	Sarvodaya	3
4	Ability Enhancement	01BAAE101	Functional English	3
5	Skill Enhancement	01BASE101	Thinking Skills	3
6	Value Added	01BAVA101	Core Concepts for Academic Learning and Higher Education	3
<b>Total Credit</b>				<b>20</b>



**Lokbharati University for Rural Innovation, Sanosara, Bhavnagar**  
**School of Humanities and Social Science**  
**Department of English and Communication Skills**  
**Bachelor of Arts**  
**Specialization: English Literature**

**Academic year**  
**2024-25**

**A. Course Profile:**

<b>Course Type</b>	Major 1	<b>Year</b>	01
<b>Course Code</b>	01BAMJ101	<b>Semester</b>	01
<b>Course Title</b>	Communicative English	<b>Credit</b>	04
<b>Certification</b>	BA English	<b>Hours Per Week</b>	04

**B. Outcomes:**

<b>Program Outcomes (PO)</b>	<ol style="list-style-type: none"><li>1. Develop basic understanding of social sciences, literature and humanities;</li><li>2. Relate issues and challenges of rural societies through the study of literature and social sciences;</li><li>3. Analyse local needs in the global context;</li><li>4. Solve real-life problems of rural communities by disciplinary knowledge.</li></ol>
<b>Program Specific Outcomes (PSO)</b>	<ol style="list-style-type: none"><li>1. Define the areas of literature;</li><li>2. Interpret literary texts;</li><li>3. Discover rural sensibilities of various national literatures;</li><li>4. Compare various literatures.</li></ol>
<b>Course Level Outcomes (LO)</b>	<ol style="list-style-type: none"><li>1. Students will be able to recall and list key concepts of communicative English, such as grammar rules, vocabulary, and common phrases;</li></ol>

	2. Students will demonstrate the ability to explain and summarize the main ideas in English communication; 3. Students will be able to use their knowledge of English in practical situations; 4. Students will learn to understand original pieces of written and spoken English.
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**C. LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: [https://www.ugc.ac.in/pdfnews/8126011\\_Draft--curriculum-framework-credit-struture-FYUGP.pdf](https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-struture-FYUGP.pdf))

**D. Course Contents:**

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
1.	Introduction 1.1 Self-Introduction 1.2 Talking about Family Background 1.3 Talking about Likes and Dislikes 1.4 Introducing Others	Relevant Videos	Teacher led discussion	Searching Vocabulary Think Pair Share Role Play Writing Mind Mapping	Written and Spoken Assignments Poster Making 10%
2.	<b>Asking and Sharing Information</b> 2.1 Framing WH and 'Yes/No' questions 2.2 Making Request 2.3 Answering Questions 2.4 Giving Directions	<i>Refund</i> by Fritz Karinthy	Brainstorming Outdoor Demonstration	Rearranging Jumbled sentences Role Play Choosing the question word Asking the Right Question Game	Dialogue Writing Viva 30 %

**E. List of Practical:**

No	Name	Outcomes	From Unit No.
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3.	<b>Description</b> 3.1 <b>Describing Places</b> 3.2 Describing Events 3.3 Describing People Describing Experiences	Vlogs	Demonstration Discussion Word Splash	Script writing Video Shooting	Video Classroom Presentation 20%
4.	<b>Reading Aloud</b> 4.1 <b>Pronunciation</b> 4.2 <b>Tonality</b> 4.3 <b>Articulation</b> 4.4 <b>Punctuation</b>	<i>The Marriage Proposal</i> By Anton Chekhov	Teacher led Discussion Demonstration	<b>Reading Stories</b> <b>Reading Dramatic Pieces</b> <b>Reciting Poetry</b> <b>Reading News</b>	Reading Aloud 20%
1.	<b>Enactment</b>	Students will demonstrate the ability to explain and summarize the main ideas in English communication		<b>2 and 4</b>	

#### F. Minimum Requirements:

No	Type	Yes/No
1.	<b>Video Shooting</b>	<b>Yes</b>
2.	<b>Assignment</b>	<b>Yes</b>
3.	<b>Presentation</b>	<b>Yes</b>
4.	<b>Written Test</b>	<b>Yes</b>
5.	<b>Viva Voce</b>	<b>Yes</b>
6.	<b>Poster Making</b>	<b>Yes</b>

#### G. Suggested Knowledge Resources:

<p><b>Print</b></p>	<ol style="list-style-type: none"> <li>1. <i>The Elements of Style</i> by William Strunk Jr. and E.B. White: A classic guide to English grammar and style, offering concise rules and principles for effective writing.</li> <li>2. <i>English Grammar in Use</i> by Raymond Murphy: A popular grammar reference book for English learners, featuring clear explanations and practice exercises.</li> <li>3. <i>The Oxford Dictionary of English Grammar</i> by Bas Aarts: A comprehensive guide to English grammar, covering both traditional and modern grammatical concepts.</li> <li>4. <i>The Art of Public Speaking</i> by Stephen E. Lucas: A practical guide to developing effective public speaking skills, covering topics such as speech preparation, delivery techniques, and audience engagement.</li> <li>5. <i>Writing That Works: How to Communicate Effectively In Business</i> by Kenneth Roman and Joel Raphaelson: Offers strategies and tips for writing clear, concise, and persuasive business communication.</li> <li>6. <i>Advanced English Communication Skills Lab Manual</i> by Sura College of Competition: Provides exercises and activities for improving speaking, listening, reading, and writing skills in English.</li> </ol>
<p><b>Digital</b></p>	<ol style="list-style-type: none"> <li>1. Online Writing Lab (OWL) at Purdue University: Provides comprehensive resources on grammar, punctuation, writing styles, and citation formats.</li> <li>2. BBC Learning English: Offers a wide range of resources including videos, articles, quizzes, and interactive activities covering various aspects of English language learning.</li> <li>3. TED Talks: Accessible through the TED website or YouTube, TED Talks cover a multitude of topics presented by expert speakers, providing valuable listening and comprehension practice.</li> <li>4. Coursera and edX: Platforms offering online courses in English language and communication skills from universities worldwide, including courses on writing, public speaking, and academic English.</li> <li>5. Grammarly: An online writing assistant that helps improve grammar, punctuation, and style in written communication.</li> <li>6. Cambridge Dictionary Online: Provides definitions, synonyms, and pronunciation guides for English words and phrases, as well as examples of word usage in context.</li> </ol>



**Lokbharati University for Rural Innovation, Sanosara, Bhavnagar**  
**School of Humanities and Social Sciences**  
**Department of English and Communication Skills**  
**Bachelor of Arts (BA)**

**Academic year**  
**2025-26**

**H. Course Profile:**

<b>Course Type</b>	Minor-1	<b>Year</b>	2025-26
<b>Course Code</b>	01BAMN101	<b>Semester</b>	1
<b>Course Title</b>	કલા અને ગુજરાતી સાહિત્ય: પરિચય	<b>Credit</b>	4
<b>Certification</b>	BA English	<b>Hours Per Week</b>	4

**I. Outcomes:**

<b>Program Outcomes (PO)</b>	<ol style="list-style-type: none"><li>1. Understand key theoretical concepts art and Gujarati Literature</li><li>2. Recognize various type of Art.</li><li>3. Relate art with life.</li><li>4. Appreciate Gujarati poetry and short stories.</li></ol>
<b>Course Level Outcomes (LO)</b>	<ol style="list-style-type: none"><li>1. Define and describe major theoretical approaches to literature and aesthetics in Gujarati.</li><li>2. Distinguish between key movements and schools of thought in Gujarati literary tradition.</li><li>3. Categorize different types of visual, performing, and literary arts.</li></ol>

	<p>4. Recognize unique characteristics of folk, classical, and modern Gujarati art forms.</p> <p>5. Analyze the relationship between art and daily life, cultural practices, and social issues.</p> <p>6. Develop informed personal responses to literary texts through discussion and written assignments.</p>
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5. **LURI Pedagogy:** Approx. 20% Lectures, 30% Multimedia and 50% Practical (Reference: <https://www.ugc.ac.in/pdfnews/8126011 Draft--curriculum-framework-credit-struture-FYUGP.pdf>)

**6. Course Contents:**

Unit	Content	Study Resource	Methods	Evaluation
5.	<p>કલા એટલે શું?</p> <p>1.1. વ્યાખ્યા અને ઇતિહાસ</p> <p>1.2. કલા અને જીવન</p> <p>1.3. કલાના પ્રકારો</p>	કલા – જ્ઞાન ગંગોત્રી શ્રેણી	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignments</li> <li>• Classroom discussion</li> </ul>	<p>Viva voce</p> <p>Assignment</p> <p>Presentation</p>
2.	<p>સાહિત્ય અને કલા</p> <p>2.1. વ્યાખ્યા અને સંદર્ભ</p> <p>2.2. સાહિત્ય અને જીવન</p> <p>2.3 ૨૧મી સદીમાં સાહિત્યની જરૂરીયાત</p> <p>2.4 સાહિત્યના સ્વરૂપો</p>		<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Self study</li> <li>• Assignments</li> </ul>	<p>Presentation</p> <p>Viva voce</p> <p>Assignment</p>

3.	<p>ગુજરાતી સાહિત્ય: પદ્ય</p> <p>3.1 વરસોના વસર લાગે - મનોજ ખંડેરિયા (ગઝલ)</p> <p>3.2 કુંચી આપો બાઈજી - વિનોદ જોશી (ગીત)</p> <p>3.3 ભગવાન મહાવીર અને જેઠો ભરવાડ - સૌમ્ય જોશી (અછાંદસ)</p>		<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Self-study</li> <li>• Assignments</li> <li>• Lecture</li> <li>• worksheet</li> </ul>	<p>Viva voce</p> <p>Assignment</p> <p>Presentation</p>
4.	<p>ગુજરાતી સાહિત્ય: ગદ્ય</p> <p>a. પ્રવાસ નિબંધ: સૌન્દર્ય નદી નર્મદામાંથી - અમૃતલાલ વેગડ</p> <p>b. રેખા ચરિત્ર: જીવતરને નામે અજવાળાં - મનસુખ સલ્લા</p> <p>c. વાર્તા: પોલિટેકનીકમાંથી - મહેન્દ્રસિંહ પરમાર</p> <p>d. ડાયરી: બનારસ ડાયરીમાંથી - વિવેક દેસાઈ</p>		<ul style="list-style-type: none"> <li>• Self-study</li> <li>• Assignments</li> <li>• Lecture</li> <li>• Field work</li> <li>• Practical</li> </ul>	<p>Viva voce</p> <p>Assignment</p> <p>Presentation</p>

### 7. Minimum Requirements:

No	Type	Yes/No
2.	Journal	Yes

3.	Assignment	Yes
4.	Presentation	Yes
5.	Written Test	Yes
6.	Viva Voce	Yes

	<b>Lokbharati University for Rural Innovation, Sanosara, Bhavnagar</b> <b>School of Skills and Entrepreneurship</b> <b>Department of Agronomy</b> <b>Bachelor of Rural Studies (B.R.S.)</b>	<b>Academic year 2024-25</b>
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#### 8. Course Profile:

<b>Course Type</b>	Multidisciplinary	<b>Year</b>	1
<b>Course Code</b>	01BAMD101	<b>Semester</b>	1
<b>Course Title</b>	Sarvodaya	<b>Credit</b>	3
<b>Certification</b>	BA English	<b>Hours Per Week</b>	3

#### 9. Outcomes:

<b>Program Outcomes (PO)</b>	<ol style="list-style-type: none"> <li>1. Develop basic understanding of social sciences, literature and humanities;</li> <li>2. Relate issues and challenges of rural societies through the study of literature and social sciences;</li> <li>3. Analyse local needs in the global context;</li> <li>4. Solve real-life problems of rural communities by disciplinary knowledge.</li> </ol>
<b>Program Specific Outcomes (PSO)</b>	<ol style="list-style-type: none"> <li>1. Define the areas of literature;</li> <li>2. Interpret literary texts;</li> </ol>

	3. Discover rural sensibilities of various national literatures; 4. Compare various literatures.
<b>Course Level Outcomes (LO)</b>	1. <b>Remembering:</b> <i>Describe the key principles of Sarvodaya as articulated by Mahatma Gandhi and Vinoba Bhave.</i> 2. <b>Understanding:</b> <i>Explain the relationship between Sarvodaya and the concepts of non-violence, self-reliance, and decentralization.</i> 3. <b>Applying:</b> <i>Illustrate how Sarvodaya can be applied in modern social justice movements or sustainable development initiatives.</i> 4. <b>Evaluating:</b> <i>Critically assess the effectiveness of Sarvodaya principles in addressing contemporary issues of inequality and poverty.</i>

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## 6. Course Contents:

Unit No	Content	Study Texts	Methods	Specific Tasks/Activities	Evaluation
6.	Introduction To Sarvodaya <ul style="list-style-type: none"> <li>• The Duty of Citizen</li> </ul>	Constructive Citizenship L. P. Jacks	<b>Workshop</b>	Movie Screening Group Activity	
2.	Governance <ul style="list-style-type: none"> <li>• Identifying Skilled Citizens</li> <li>• Channelisation of Skilled Citizens</li> <li>• Professional Ethics</li> </ul>	Constructive Citizenship L. P. Jacks	<b>Workshop</b>	Group Discussion Broken Square Game	

## 7. Suggested Knowledge Resources:

3.	Dimensions to Sarvodaya <ul style="list-style-type: none"> <li>• Spiritual</li> <li>• Material</li> <li>• Cooperation</li> </ul>	Constructive Citizenship L. P. Jacks	<b>Workshop</b>	'Win as much as you can' Game Academic Visit 'Trust Walk' Game	
	<b>Print</b>	Lawrence Pearsall Jacks. <i>Constructive Citizenship</i> . 1927. Manubhai Pancholi. <i>Sarvodaya ane Shikshan</i> . 1974			
	<b>Digital</b>	<b>Sarvodaya: Mahatma Gandhi's Vision for an Inclusive Society</b> <a href="https://www.youtube.com/watch?v=8eqbxkU0WDg">https://www.youtube.com/watch?v=8eqbxkU0WDg</a> Mahatma Gandhi, John Ruskin and the Origin of Sarvodaya (Welfare of All) <a href="https://www.youtube.com/watch?v=Y-rxbRZWj8w">https://www.youtube.com/watch?v=Y-rxbRZWj8w</a>			

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#### J. Course Profile:

<b>Course Type</b>	Ability Enhancement Course	<b>Year</b>	01
<b>Course Code</b>	01BAAE101	<b>Semester</b>	01
<b>Course Title</b>	Functional English	<b>Credit</b>	03

<b>Certification</b>	BA English	<b>Hours Per Week</b>	03
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**K. Outcomes:**

<b>Program Outcomes (PO) Bachelor of Arts</b>	<ol style="list-style-type: none"> <li>5. Develop basic understanding of social sciences, literature and humanities;</li> <li>6. Relate issues and challenges of rural societies through the study of literature and social sciences;</li> <li>7. Analyse local needs in the global context;</li> <li>8. Solve real-life problems of rural communities by disciplinary knowledge.</li> </ol>
<b>Program Specific Outcomes (PSO) Bachelor of Arts in English</b>	<ol style="list-style-type: none"> <li>5. Define the areas of literature;</li> <li>6. Interpret literary texts;</li> <li>7. Discover rural sensibilities of various national literatures;</li> <li>8. Compare various literatures.</li> </ol>
<b>Course Level Outcomes (LO)</b>	<p>Students will be able to ...</p> <ol style="list-style-type: none"> <li>1. Understand and use common greetings and introductions.</li> <li>2. Engage in simple conversations about everyday topics.</li> <li>3. Demonstrate understanding of basic instructions and requests.</li> <li>4. Express basic needs and preferences.</li> </ol>

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**M. Course Contents:**

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
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**N. List of Practical:**

7.	<b>Unit-1: Description</b> 1.1 Introductions: Self & Others 1.2 People 1.3 Places 1.4 Events	Teacher's Room by BBC Learning English <a href="https://www.youtube.com/playlist?list=PLcetZ6gSk96_hBP8SRx02wg3H3xawqjXu">https://www.youtube.com/playlist?list=PLcetZ6gSk96_hBP8SRx02wg3H3xawqjXu</a>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Roleplay</li> </ul>	
2.	<b>Unit-2: Asking Questions</b> 2.1 Yes/No 2.2 "Wh" 2.3 Modal Auxiliary Questions	Teacher's Room by BBC Learning English <a href="https://www.youtube.com/playlist?list=PLcetZ6gSk96_hBP8SRx02wg3H3xawqjXu">https://www.youtube.com/playlist?list=PLcetZ6gSk96_hBP8SRx02wg3H3xawqjXu</a>	<ul style="list-style-type: none"> <li>• Question stem and prompts</li> <li>• Interactive question game</li> <li>• Error correction</li> </ul>	<ul style="list-style-type: none"> <li>• Poster-making</li> <li>• Campus Visit Simulation</li> </ul>	
3.	<b>Unit-3: Sharing</b> 3.1 Asking for Information 3.2 Giving Information 3.3 Making Requests 3.4 Giving Directions	Learning Circles - Address: Useful expressions for asking for and understanding expressions <a href="https://www.youtube.com/watch?v=AckmubOXoME">https://www.youtube.com/watch?v=AckmubOXoME</a>	<ul style="list-style-type: none"> <li>• Peer Teaching</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• 'Find-out...' game</li> </ul>	
<b>No</b>	<b>Name</b>	<b>Outcomes</b>		<b>From Unit No.</b>	
7.					

4.	<b>Unit-4: Reading Comprehension</b>  4.1 Sentence 4.2 Paragraph 4.3 Types of Paragraphs 4.4 Essay	Learning Circles - Address: Useful expressions for asking for and understanding expressions <a href="https://www.youtube.com/watch?v=Ackmu bOXoME">https://www.youtube.com/watch?v=Ackmu bOXoME</a>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Questioning Techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Summarising tasks</li> <li>• Story Retelling</li> </ul>	
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**O. Minimum Requirements:**

No	Type	Yes/No
7.	<b>Video Shooting</b>	
8.	<b>Assignment</b>	
9.	<b>Presentation</b>	
10.	<b>Written Test</b>	
11.	<b>Viva Voce</b>	
12.	<b>Poster Making</b>	

**Evaluation Scheme**

Teaching Scheme (Hours per week)	Evaluation Pattern					Total Marks
	ESE	IA (In-Class Participation & Assignments)	CSE	Term-End Presentation	Viva	
<b>Theory</b>						
4	20	30	20	30	00	100

**P. Suggested Knowledge Resources:**

<b>Print</b>	
<b>Digital</b>	

	<b>Lokbharati University for Rural Innovation, Sanosara, Bhavnagar</b> <b>School of Humanities and Social Science</b> <b>Department of English and Communication Skills</b> <b>Bachelor of Arts</b> <b>Specialization: English Literature</b>	<b>Academic year</b> <b>2024-25</b>
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**Q. Course Profile:**

<b>Course Type</b>	Value Added Course	<b>Year</b>	1
<b>Course Code</b>	01BAVA101	<b>Semester</b>	1
<b>Course Title</b>	<b>Core Concepts for Academic Learning and Higher Education</b>	<b>Credit</b>	3
<b>Certification</b>	BA English	<b>Hours Per Week</b>	3

**R. Outcomes:**

<p><b>Program Outcomes (PO)</b> <b>Bachelor of Arts</b></p>	<p>9. Develop basic understanding of social sciences, literature and humanities; 10. Relate issues and challenges of rural societies through the study of literature and social sciences; 11. Analyse local needs in the global context; 12. Solve real-life problems of rural communities by disciplinary knowledge.</p>
<p><b>Program Specific Outcomes (PSO)</b> <b>Bachelor of Arts in English</b></p>	<p>9. Define the areas of literature; 10. Interpret literary texts; 11. Discover rural sensibilities of various national literatures; 12. Compare various literatures.</p>
<p><b>Course Level Outcomes (LO)</b> <b>Value Added Course</b></p>	<p>Students will be able to ...</p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> and <b>define</b> key academic terminologies essential for effective participation in higher education.</li> <li>2. <b>Classify</b> and <b>differentiate</b> academic terms across teaching, learning, and research contexts.</li> <li>3. <b>Apply</b> appropriate terminologies in academic writing, presentations, and classroom discussions.</li> <li>4. <b>Evaluate</b> the role of academic terminology in enhancing critical thinking, comprehension, and interdisciplinary learning.</li> </ol>

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T. Course Contents:

Unit	Content	Study Resources	Methods	Specific Tasks/Activities	Evaluation
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U. Minimum Requirements:

8.	<p><b>Unit I: Foundations of Academic Learning</b></p> <p><b>Key Terminologies Related to Teaching-Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Curriculum, Syllabus, Pedagogy, Andragogy, Heutagogy</li> <li>• Competency, Learning Outcomes, Bloom's Taxonomy</li> <li>• Credit, Semester, Internship, Elective, Core</li> <li>• Interdisciplinarity, Multidisciplinarity, Transdisciplinarity</li> <li>• Learning Styles, Constructivism, Scaffolding, Active Learning</li> <li>• Assessment, Evaluation, Rubric, Feedback, Formative, Summative</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Understanding course outlines and university terminology</li> <li>• Matching exercises (terms with contexts)</li> </ul>	Relevant Videos	Teacher led discussion	Searching Vocabulary Think Pair Share Role Play Writing Mind Mapping	
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9.	<p><b>Unit II: Critical Thinking, Study Skills, and Cognitive Processes</b></p> <p><b>Terminologies Related to Academic Engagement and Intellectual Development</b></p> <ul style="list-style-type: none"> <li>• Analysis, Synthesis, Interpretation, Application</li> <li>• Critical Thinking, Logical Reasoning, Argumentation</li> <li>• Thesis, Hypothesis, Premise, Evidence, Inference</li> <li>• Cognition, Metacognition, Retention, Recall, Reflection</li> <li>• Plagiarism, Citation, Paraphrasing, Referencing, Peer Review</li> <li>• Primary Source, Secondary Source, Literature Review</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify and categorize terms in textbooks or academic articles</li> <li>• Group discussions: real-life application of cognitive terms</li> </ul>	<i>Refund</i> by Fritz Karinthy	Brainstorming Outdoor Demonstration	Rearranging Jumbled sentences Role Play Choosing the question word Asking the Right Question Game	
<b>No</b>	<b>Type</b>	<b>Yes/No</b>			
13.	<b>Video Shooting</b>	<b>Yes</b>			

10.	<p><b>Unit III: Practice and Application of Academic Terminology</b></p> <p><b>(Exercises Based on Units I &amp; II)</b></p> <p><b>Exercise 1: Glossary Mapping and Expansion</b></p> <p><b>Task:</b> Students will select 10 terms each from Unit I and Unit II and:</p> <ul style="list-style-type: none"> <li>• Define them in their own words</li> <li>• Identify the context in which they are used (syllabus, assignment, classroom, etc.)</li> <li>• Give one example of their use in academic life</li> </ul> <p>Translate (if needed) into their native language and explain any difficulty in translation</p> <p><b>Exercise 2: Academic Term Categorization Challenge</b></p> <p><b>Task:</b> Given a mixed list of 50 academic</p>	Vlogs	Demonstration Discussion Word Splash	Script writing Video Shooting	
14.	<b>Assignment</b>	<b>Yes</b>			
15.	<b>Presentation</b>	<b>Yes</b>			

<p>terms (from both units), students must:</p> <ul style="list-style-type: none"> <li>• Group them into appropriate categories (e.g., <i>teaching methods, research-related, assessment tools, cognitive processes</i>)</li> </ul> <p>Justify their grouping with short explanations</p> <p><b>Exercise 3: Academic Scenario Simulation</b></p> <p><b>Task:</b> Role-play or simulate a classroom situation involving:</p> <ul style="list-style-type: none"> <li>• A teacher giving feedback</li> <li>• A student explaining their learning outcome</li> <li>• A group discussing Bloom's taxonomy in relation to a subject task</li> </ul> <p><b>Required Terminologies to Use (min 10):</b> e.g., feedback, rubric, synthesis, evaluation, scaffolding, formative, citation</p>				
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	<p><b>Exercise 4: Comprehension &amp; Application Quiz</b></p> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Matching academic terms with definitions</li> <li>• Multiple-choice questions based on real academic scenarios</li> <li>• Fill in the blanks using the appropriate term</li> </ul> <p>Sentence correction tasks (identify and correct misused academic terms)</p> <p><b>Exercise 5: Micro-Presentations on Academic Concepts</b></p> <p><b>Task:</b> In pairs or small groups, students will:</p> <ul style="list-style-type: none"> <li>• Select an academic concept (e.g., critical thinking, plagiarism, feedback)</li> </ul>				
<b>16.</b>	<b>Written Test</b>	<b>Yes</b>			
<b>17.</b>	<b>Viva Voce</b>	<b>Yes</b>			
<b>18.</b>	<b>Poster Making</b>	<b>Yes</b>			

	<ul style="list-style-type: none"> <li>• Explain the concept using 5–7 key terminologies from Unit I &amp; II</li> </ul> <p>Present with examples or illustrations from real academic practice</p> <p><b>Exercise 6: Reflection Writing: “My Learning Journey”</b></p> <p><b>Task:</b> Write a short reflective piece (250–300 words) using at least 10 academic terms meaningfully (e.g., learning outcomes, analysis, paraphrasing, cognitive skill, rubric, peer review). Students may write about how they learn best, what terms they found confusing initially, or how terminology has changed their way of thinking.</p> <p><b>Exercise 7: Academic Term Journal (<i>Continuous or Weekly</i>)</b></p> <p><b>Task:</b> Throughout the course, each student maintains a journal to:</p>				
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	<ul style="list-style-type: none"> <li>Record new academic terms encountered in classes, textbooks, or lectures</li> <li>Note meanings, usage, confusion, and understanding progress</li> <li>Highlight any term that changed their thinking or helped in learning</li> </ul>				
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### Evaluation Scheme

Teaching Scheme (Hours per week)	Evaluation Pattern					Total Marks
	ESE	IA (In-Class Participation & Assignments)	CSE	Term-End Presentation	Viva	
<b>Theory</b>						
4	20	30	20	30	00	100

### V. Suggested Knowledge Resources:

<b>Print</b>	<ol style="list-style-type: none"> <li><b>Bailey, Stephen.</b> <i>Academic Writing: A Handbook for International Students</i>. Routledge, 2018. – A comprehensive guide to academic writing and key academic terms.</li> <li><b>Cottrell, Stella.</b> <i>The Study Skills Handbook</i>. Macmillan, 2019. – Covers essential learning terminologies like critical thinking, reflection, and metacognition.</li> <li><b>Moon, Jennifer.</b> <i>Reflection and Employability: Reflection on Learning and Reflective Practices</i>. Routledge, 2013. – Helpful for terms around reflection, evaluation, and learning strategies.</li> <li><b>Graff, Gerald, and Cathy Birkenstein.</b> <i>They Say / I Say: The Moves That Matter in Academic Writing</i>. Norton, 2021. – Focuses on discourse markers, argumentation, and terminologies of reasoning.</li> </ol>
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|  | <ol style="list-style-type: none"><li>5. <b>Creswell, John W., and J. David Creswell.</b> <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.</i> Sage, 2018.<ul style="list-style-type: none"><li>- For terminology related to research methodology and higher education studies.</li></ul></li><li>6. <b>Swales, John M., and Christine B. Feak.</b> <i>Academic Writing for Graduate Students: Essential Tasks and Skills.</i> University of Michigan Press, 2012.<ul style="list-style-type: none"><li>- Excellent for teaching academic vocabulary, cohesion, coherence, and discourse.</li></ul></li><li>7. <b>Biggs, John, and Catherine Tang.</b> <i>Teaching for Quality Learning at University.</i> Open University Press, 2011.<ul style="list-style-type: none"><li>- Explains higher education terms like constructive alignment, outcomes, and assessment.</li></ul></li><li>8. <b>Ramsden, Paul.</b> <i>Learning to Teach in Higher Education.</i> Routledge, 2003.<ul style="list-style-type: none"><li>- Provides a base for understanding pedagogical terminologies in higher education.</li></ul></li><li>9. <b>Hartley, James.</b> <i>Study Skills for Higher Education Students.</i> Routledge, 2008.<ul style="list-style-type: none"><li>- Includes terminology and strategies for note-taking, comprehension, and academic success.</li></ul></li><li>10. <b>Cabré, M. Teresa.</b> <i>Terminology: Theory, Methods and Applications.</i> John Benjamins, 1999.<ul style="list-style-type: none"><li>- A classic text for understanding terminology as a discipline.</li></ul></li></ol> |
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