



# **JAI HIND COLLEGE**

Basantsing Institute of Science & J. T. Lalvani College of Commerce  
and Sheila Gopal Raheja College of Management.

*Empowered Autonomous*

"A" Road, Churchgate, Mumbai - 400 020, India

**Affiliated to  
University of Mumbai**

**Bachelor of Arts**

**Program: B.A. in English**

**Choice Based Credit System (CBCS) under NEP-2020  
with effect from the academic year 2023-2024**

**Syllabus as approved by Statutory Committees**

LOCF Document

*Y. Abloom*  
**PRINCIPAL**  
**JAI HIND COLLEGE,**



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## Preamble

Outcome based education is the mantra of higher education today, given the need for accountability as well as curriculum development that is need-based and student-centric in its approach. Additionally, the Choice-based Credit System under Autonomy provides scope to the student to choose from a wide variety of courses.

The Department of English, Jai Hind College (Autonomous), ensures that all courses designed cater to the needs of students, and the demands of both postgraduate education (in India and abroad) as well as industries. Keeping future prospects in mind, the curriculum is aligned with the core competencies and attributes required in addition to a knowledge of English language and literature.

The Department caters to all three streams of the Aided Section: Arts, Science and Commerce. Core, compulsory courses are designed to inculcate language competency in English, enable personality development and foster communication skills. The three-year BA Programme in English as an elective is designed to provide an in-depth knowledge of Literary and Cultural Studies in English, in addition to developing higher order thinking skills such as application, analysis, evaluation and creation. We also offer three Applied Components as elective courses in the Second Year of the BA Programme that are open to all students in BA among the options offered by the different departments. These courses foster skill development specific to fields of Media (Advertising and Journalism) and Gender Sensitization and Research (Gender Studies).

The skills have local, national and global value, and ensure that we cater to development needs at various levels. The course outcomes of a number of our courses display how these are aligned with local, regional, national and global needs, as these develop communication skills, personality and self-confidence, subject-specific knowledge, industry-oriented soft skills, technology-enabled communication (like PPT Presentations), inculcation of values and sensitization to vulnerable sections of society. Additionally, the course covers literature from India, Britain, Greece, Italy, Germany and USA, as well as a number of international and regional phenomena through papers that have a media component.





## Credit Framework

### Types of Courses

Sr. No	Type of Course	Learner Category
1	Major	English Major
2	Minor	English Minor
3	OE	Commerce / Science Stream
4	SEC	Arts Stream
4	VSC	Arts Stream
6	AEC	Arts/Commerce/Science/ Self-Financed BSc IT and B.Voc. SD Stream

### Number of Courses and Credits

Type of Course	Number offered of each	Credits of each (Theory + Tutorial)
Major/Minor	02	4 (2 + 2)
OE	04	2 (1 + 1)
SEC	02	2
VSC	02	2
AEC	02	2 (1 + 1)





### Semester-wise Courses

Semester	Course Code	Course Title	Type of Course	No of Credits
I	AENG-DSC101 / AENG-MIN101	Introduction to Literary Studies	Major/Minor	4
I	AENG-OE101	Comics and Graphic Novels	OE	2
I	AENG-OE102	Science Fiction	OE	2
I	AENG-OE103	Travel Writing	OE	2
I	AENG-OE104	Writing for Digital Platforms	OE	2
I	AENG-SEC101	Editing Skills	SEC	2
I	AENG-SEC102	Soft Skills for Professionals	SEC	2
I	AENG-VSC101	Reporting in Journalism - I	VSC	2
I	ENG-AEC101	English Language Skills	AEC	2

### Semester II

Semester	Course Code	Course Title	Type of Course	No of Credits
II	AENG-DSC201	Reading Literature	Major/Minor	4
II	AENG-OE201	Comics and Graphic Novels	OE	2
II	AENG-OE202	Science Fiction	OE	2
II	AENG-OE203	Travel Writing	OE	2
II	AENG-OE204	Writing for Digital Platforms	OE	2
II	AENG-SEC201	Editing Skills	SEC	2
II	AENG-SEC202	Soft Skills for Professionals	SEC	2
II	AENG-VSC201	Reporting in Journalism - II	VSC	2
II	ENG-AEC201	English Communication Skills	AEC	2



## **Learning Outcome Based Approach**

The fundamental premise underlying the learning outcomes-based approach to higher education is awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification
- enable prospective students, and other stakeholders to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility

## **Graduate Attributes**

The Department envisions that a graduate with a BA in English from Jai Hind College (Autonomous) would be an individual who is able to:

- Identify and analyse varied literary texts and genres across periods and cultures
- Display a knowledge and understanding of key concepts and theories in Literary and Cultural Studies
- Read, write and present research papers / projects with the application of literary / cultural theories
- Effectively communicate and articulate ideas in academic and industry settings
- Produce an original creative work that reflects the knowledge and values inculcated through the programme
- Exhibit a value system that is inclusive, and sensitive to different sections of society





## Programme Learning Objectives

It is expected that students will:

1. Have a basic understanding and knowledge of English language use, grammar, phonology, pronunciation, intonation, stress patterns and vocabulary
2. Enhance Communication Skills in Reading, Writing, Listening and Speaking
3. Have a basic knowledge of data interpretation, digital communication (such as emails, blogs and PPTs), netiquette, formal correspondence, report writing, editing, summarising, soft skills, and professional group communication
4. Develop their personality and self-confidence in interactions, interviews, debates, group discussions and public speaking and the ability to articulate and present ideas with clarity and precision
5. Deepen their understanding of various social and personal contexts through a study of diverse literatures and be able to explore the interplay between texts and contexts
6. Gain insight into the politics of literature, popular culture, identity formation, gender, caste, language and other socio-cultural, socio-political and socio-economic dimensions
7. Have an awareness of and be sensitive to the suffering, identity conflicts, societal problems and issues of people belonging to marginalised groups
8. Have an insight into universal humanitarian values such as inclusivity, tolerance, gender sensitivity, and social responsibility
9. Develop insights into human behaviour, human nature and personality, psychological motives, personality development and character evolution, and be able to analyse and delineate characters of different types
10. Be able to identify the influence of historical events, movements and thinkers on literature
11. Have a knowledge of basic concepts and terminologies related to formal elements, genres, trends and movements in literature
12. Have an understanding of various literary and cultural theories and their application
13. Foster research ability, critical thinking and analytical skills through the study of various eras and cultures
14. Distinguish between various kinds of literary and popular culture texts, as well as critically analyse and evaluate these
15. Hone creative abilities such as writing, acting, composition





## Pedagogy

Teaching is student-centric and enables various kinds of learning such as Collaborative Learning, Participative Learning, Experiential Learning, and ICT based e-learning. The Pedagogy and teaching aids we use to facilitate these various kinds of learning are as follows:

- **Collaborative Learning:** Interactive teaching, guest lectures, workshops
- **Participative Learning:** Quizzes, Puzzles, Group Discussions and Debates, Class Presentations and Role Plays
- **Experiential Learning:** Recreation of workplace situations in the classroom, mock interviews
- **ICT based e-learning:** Audio-visual aids such as PPTs, films, documentaries, videos; e-learning resources such as Kahoot quizzes, Menti polls, Jam boards, virtual whiteboards, G-suite apps (Google docs, slides and sheets) and Google Classroom; sharing and use of e-books, pdfs, open-access journal publications and digital newspapers; use of free and open-source messaging application Telegram

## Assessment Methods / Evaluation Scheme

➤ For Arts and Commerce\* - Each Major/Minor of 4 credits will be assessed for Theory component of 100 marks\*\* which will be as follows:

- The Theory component will comprise of 50 marks as Semester End Examination (SEE) of 2 hours; and 50 marks Continuous Assessment (CA)

Assessment for Open Elective (OE) / Ability Enhancement Course (AEC) across all streams will be assessed on Theory component which will be as follows:

- The Theory component will comprise of 25 marks as Semester End Examination (SEE) of 1 hour; and 25 marks Continuous Assessment (CA)

Assessment for Vocational Skill Course (VSC) and Skill Enhancement Course (SEC) across all streams will be assessed as a Practical component of 50 marks which will be as follows:

- The Practical component will comprise of 25 marks as Semester End Examination (SEE) of 1.5 hour; and 25 marks Continuous Assessment (CA); the evaluation pattern to be experiment/ task based/ case study or any other similar format

### PATTERN OF SEMESTER END EXAM (SEE) AND CONTINUOUS ASSESSMENT (CA):

- SEE will be consist of a mix of long and short answer type questions based on Higher Order Thinking Skills (HOTS) aligned with Bloom's Taxonomy
- A minimum of 2 and a maximum of 5 internal assessments to be carried out during a semester for each course being assessed only on Continuous assessment pattern, of which the best evaluation to be chosen for grades
- One or more, but not limited to the following methods of assessment can be used for internal assessment - MCQ, quiz based, objective type, puzzle, group presentation, group or individual



- projects, debate, model making, poster making, role play, case studies or any other creative mode of assessment
- The faculty has to share with the students, the rubrics for the format(s) chosen for CA by displaying it in Google classroom/ notice boards/circulars
  - Marks obtained by students under continuous assessment to be displayed

### Discipline Specific Core Courses – Major/Minor Core Courses

<b>Course Code</b> AENG- DSC101 / AENG- MIN101	<b>Course Title: Introduction to Literary Studies</b>	<b>Credits:</b> 04(3Theory + 1 Tutorial) Lectures/Week - 3
<b>Course description</b>	This course aims to introduce the students to the basics of literary studies and acquaint them with key genres of literature.	
<b>Learning objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Develop an understanding of critical aspects of a novel</li> <li>• Gain insights into various elements of drama</li> <li>• Become acquainted with the technical and thematic elements of short stories</li> </ul>	
<b>Course Outcomes</b>	At the end of the course, students would have: <ul style="list-style-type: none"> <li>• Developed skills to analyse and critically respond to novels</li> <li>• Understood the nuances of reading and staging a play</li> <li>• Analysed thematic and stylistic techniques in short story writing</li> </ul>	
	<b>THEORY (Semester 1)</b>	<b>45 lectures</b>
<b>Sub Unit</b>	<b>Unit – I: Novels</b>	<b>15 lectures</b>
<b>a)</b>	Aspects of novels: Bildungsroman, Historical, Picaresque, Epistolary, Realism, Psychological, Gothic, Graphic, Science Fiction, Magic Realism, Postcolonial Novel	
<b>b)</b>	Novels (any one): i) <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson OR ii) <i>Maus</i> by Art Spiegelman OR iii) <i>The Catcher in the Rye</i> by J. D. Salinger OR iv) <i>Victory City</i> by Salman Rushdie	





	<b>Unit – II: Drama</b>	<b>15 lectures</b>
a)	Aspects of drama: stage and spectacle, narrator and character, chorus, monologue and dialogue	
b)	Drama (any one): i) <i>Pygmalion</i> by G. B. Shaw OR ii) <i>Top Girls</i> by Caryl Churchill OR iii) <i>A Raisin in the Sun</i> by Lorraine Hansbury OR iv) <i>Dance like a Man</i> by Mahesh Dattani	
	<b>Unit – III: Short Stories</b>	<b>15 lectures</b>
a)	Aspects of Short Stories: Difference between plot and story, Freytag’s Pyramid, Character, Setting, Point of View, Narrative time	
b)	Short Stories (All): i) “The Sphinx Without a Secret” by Oscar Wilde ii) “A Very Old Man with Enormous Wings” by Gabriel García Márquez iii) “Vocation” by Ismat Chughtai iv) “Happy Endings” by Margaret Atwood v) Selected texts of Micro fiction	
	<b>Evaluation Scheme</b>  CA I: MCQ (20 marks)  CA II: Creative written assignment (20 marks)  Attendance and Class Participation: (10 marks)  SEE: Unit I: 1 out of 2 (12 marks) Unit II: 1 out of 2 (12 marks) Unit III: 1 out of 2 (12 marks) Unit IV: 2 out of 4 (14 marks)	
<b>References:</b>	Abrams, M.H. <i>Glossary of Literary Terms</i> . India, Macmillan Publishers, 2000. Albert, E. <i>History of English Literature</i> , India, Oxford University Press, 2009. Auger , Peter. <i>The Anthem Glossary of Literary Terms and Theory</i> , India, Anthem Press, 2011. Brooks, Cleanth and Warren, Robert Penn. <i>Understanding Fiction</i> , Prentice Hall. Bennett, Andrew and Nicholas Royle. <i>Introduction to Literature Criticism and Theory</i> , Pearson Education Limited, 2004. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). <i>The Edinburgh Introduction to Studying Literature</i> , Edinburgh	





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Web links:  
 1) <https://www.masterclass.com/articles/writing-101-what-is-flash-fiction-learn-how-to-write-flash-fiction-in-7-steps>  
 2) <https://medium.com/the-backstages-of-writing/how-to-write-micro-fiction-6b204cc9bc2e>

### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	05	06	06	17
II	05	07	05	17
III	04	06	06	16
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>14</b>	<b>19</b>	<b>17</b>	<b>50</b>
<b>% WEIGHTAGE</b>	<b>28%</b>	<b>38%</b>	<b>34%</b>	<b>100%</b>



<b>Course Code</b> JUAENG DSC 201	<b>Course Title</b> Reading Literature	<b>Credits: 04</b> (3 Theory +1 Tutorial) <b>Lectures/Week:3</b>
<b>Course Description</b>	This course introduces the learners to the essence of Literature, the various influences and perspectives on Literature.	
<b>Course Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Become acquainted with the various functions of Literature</li> <li>● Develop an awareness of the diverse influences on Literature</li> <li>● Gain an understanding of Literature through selected writings of thinkers and critics</li> </ul>	
<b>Course Learning Outcomes</b>	Students would be able to: <ul style="list-style-type: none"> <li>● Articulate the functions of Literature</li> <li>● Display an understanding of the diverse influences on Literature</li> <li>● Appreciate different perspectives on Literature</li> </ul>	
	<b>THEORY</b> <b>Semester II</b>	<b>Total Lectures</b> <b>45 lectures</b>
	<b>Unit – I: Essence of Literature</b>	15 lectures
	<ul style="list-style-type: none"> <li>a) Nature of Literature</li> <li>b) Role of Literature: Social, Political, Linguistic, Cultural, Moral and Historical</li> <li>c) The Canon and its politics</li> <li>d) The writer/artist, the reader/audience and the critic in literature</li> </ul>	
	<b>Unit – II: Influences on Literature</b>	15 lectures
	<ul style="list-style-type: none"> <li>a) Imperialism, Colonialism and Decolonisation</li> <li>b) Migration and Displacement</li> <li>c) Racism and racial conflict</li> <li>d) Religion and ethnic conflict</li> <li>e) Gender Issues</li> <li>f) Nature and environmental concerns</li> <li>● Examples from various literary texts would be discussed</li> </ul>	
	<b>Unit – III: Essays</b>	15 lectures
	<ul style="list-style-type: none"> <li>a) “If Shakespeare Had a Sister” by Virginia Woolf</li> <li>b) “Types of Characters” extracted from Aspects of the Novel by E. M. Forster</li> <li>c) “A Nicely Made Cup of Tea” by George Orwell</li> <li>d) “Characterisation and Structure: Two Essentials for a</li> </ul>	





<b>Assessment</b>	<p>CA I: MCQ (20 marks)</p> <p>CA II: Creative written assignment (20 marks)</p> <p>Attendance and Class Participation: (10 marks)</p> <p>SEE:</p> <p>Unit I: 1 out of 2 (12 marks)</p> <p>Unit II: 1 out of 2 (12 marks)</p> <p>Unit III: 1 out of 2 (12 marks)</p> <p>Unit IV: 2 out of 4 (14 marks)</p>	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Abrams, M.H. <i>Glossary of Literary Terms</i>. India, Macmillan Publishers, 2000.</li> <li>2. Auger, Peter. <i>The Anthem Glossary of Literary Terms and Theory</i>, India, Anthem Press, 2011.</li> <li>3. Bennett, Andrew and Nicholas Royle. <i>Introduction to Literature Criticism and Theory</i>, Pearson Education Limited, 2004.</li> <li>4. Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). <i>The Edinburgh Introduction to Studying Literature</i>, Edinburgh University Press, 2010.</li> <li>5. Forster, E M. <i>Aspects of the Novel</i>, Rosetta Books, 2002.</li> <li>6. Fowler, Roger. (Ed.). <i>A Dictionary of Modern Critical Terms</i>. (Rev.Ed.) Routledge &amp; Kegan Paul, 1987.</li> <li>7. Gibson Arthur. <i>What is Literature</i>, Peter Lang Pub Inc, 2007.</li> <li>8. Hudson, William Henry. <i>An Introduction to the Study of Literature</i>, Atlantic, 2007.</li> <li>9. Ousby, Laihed. <i>The Cambridge Guide to Literature in English</i>, Cambridge University Press, 1983.</li> </ol>	





### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	05	06	06	17
II	05	07	05	17
III	04	06	06	16
TOTAL MARKS PER OBJECTIVE	14	19	17	50
% WEIGHTAGE	28%	38%	34%	100%



## Open Elective Courses

<b>Course Code</b> JUAENG-OE101	<b>Course Title: Comics and Graphic Novels</b>	<b>Credits: 2</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course provides an understanding of the technical and creative aspects of comics and graphic novels.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Are acquainted with technical and creative aspects of comics and graphic novels</li> <li>● Understand the cultural and historical contexts of different sub-genres</li> </ul>	
<b>Course Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>● Recognised the difference between comics and graphic novels</li> <li>● Analysed the cultural and historical relevance of the given formats and texts</li> </ul>	
	<b>THEORY</b>	<b>30 lectures</b>
<b>Sub Unit</b>	<b>Unit – I: Comics</b>	<b>15 lectures</b>
a)	Tracing the development of Comics	
b)	Political Cartoons	
c)	Comic books and Comic strips	
	<b>Unit – II: Graphic Novels</b>	<b>15 lectures</b>
a)	Visual and Textual aspects of Graphic Novels	
b)	Graphic novels and their approach to culture/history	
c)	Excerpts from selected Graphic Novels	
	<b>Evaluation Scheme</b>	
	CA I: MCQ (10 marks)	
	CA II: Creative Assignment (10 marks)	
	Attendance and Class Participation: (5 marks)	
	SEE:	
	Unit I: 1 out of 2 (10 marks)	
	Unit II: 1 out of 2 (10 marks)	
	Unit I and II: 2 out of 4 (5 marks)	
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Chute, Hillary. (2008) "The Texture of Retracing in MarjaneSatrapi's Persepolis." Women's Studies Quarterly 36: 1-2: 92-110.</li> <li>2. Davis, Rocio G. (2005) "A Graphic Self: Comics as Autobiography in MarjaneSatrapi's Persepolis. Prose Studies 27:3. 264-279.</li> <li>3. Brown, Joshua. (1988) "Of Mice and Memory." Oral History Review 16.1:</li> </ol>	



	<p>4. Doherty, Thomas. (1996) "Art Spiegelman's Maus: Graphic Art and the Holocaust." <i>American Literature</i> 68.1: 69-84.</p> <p>5. Chute, Hillary. (2008) "Comics as Literature? Reading Graphic Narrative." <i>PMLA</i> 123.2: 452-65.</p> <p>6. McGrath, Charles. "Not Funnies." <i>New York Times Magazine</i>. July 11, 2004.</p> <p>7. McCloud, Scott. (1993) "Understanding Comics." New York: Harper Perennial.</p> <p>8. Spiegelman, Art. (2011). <i>Maus: A Survivor's Tale</i>. United Kingdom: Pantheon Books.</p> <p>9. Satrapi, M. (2006). <i>Persepolis</i>. United Kingdom: Jonathan Cape.</p>
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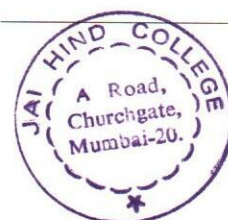
### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	05	04	04	13
II	03	05	04	12
TOTAL MARKS PER OBJECTIVE	08	09	08	25
% WEIGHTAGE	32%	36%	32%	100 %





<b>Course Code</b> JUAENG-OE102	<b>Course Title</b> Science Fiction	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course introduces the learners to the fascinating world of science fiction.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Are acquainted with the concept and elements of science fiction</li> </ul> Become familiar with representative texts of science fiction	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>• Developed a basic understanding of the concept, background and elements of science fiction.</li> <li>• Analysed the texts on the basis of conceptual and contextual understanding of science fiction</li> </ul>	
	<b>THEORY</b> <b>Semester I</b>	<b>30 Lectures</b>
	<b>Unit – I: Concept and Background</b>	<b>15 Lectures</b>
	a) Concept of Sci-Fi b) Elements of Science Fiction: Parallel and fictional worlds, interaction with science and technology, Utopian and Dystopian settings, futurism	
	<b>Unit – II: Science Fiction Texts</b>	<b>15 Lectures</b>
	a) E. M. Forster’s “The Machine Stops” b) Satyajit Ray’s “Anukul” c) Isaac Asimov’s “Nightfall”	
<b>Assessment</b>	<b>Evaluation Scheme</b>  CA I: MCQ (10 marks)  CA II: Critical Assignment (10 marks)  Attendance and Class Participation: (5 marks)  SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (10 marks) Unit I and II: 2 out of 4 (5 marks)	



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1. Asimov, I. (nd.). "On Science Fiction". <https://ncert.nic.in/textbook/pdf/lekl126.pdf>
2. Asimov, I. (1941). "Nightfall". *Astounding Science Fiction*. <https://sites.uni.edu/morgans/astro/course/nightfall.pdf>
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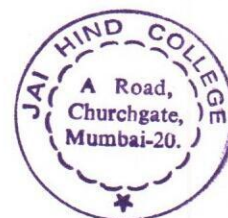
#### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	02	03	07	12
II	02	03	08	13
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>04</b>	<b>06</b>	<b>15</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>16%</b>	<b>24%</b>	<b>60%</b>	<b>100 %</b>





<b>Course Code</b> JUAENG-OE103	<b>Course Title</b> <b>Travel Writing</b>	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course introduces the learners to the world of travel through literature and how it encourages cultural relativism.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Are acquainted with the concept and elements of travel writing</li> </ul> Become familiar with representative texts of travel writing	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>• Developed a basic understanding of cultural exchange and personal development achieved through travel</li> <li>• Analysed the texts on the basis of conceptual and contextual understanding of travel writing</li> </ul>	
	<b>THEORY</b> <b>Semester I</b>	<b>30 Lectures</b>
	<b>Unit – I: Background</b>	15 Lectures
	<ul style="list-style-type: none"> <li>a) Concept of Travel Writing</li> <li>b) Elements of Travel Writing (Journey; Mode of Transport; Cultural engagement; Language; Biases and Acceptance; Gender)</li> <li>c) Reasons of Travel (Exploration; Colonial expansion; Political Persecution; Opportunities; Exile; Leisure)</li> </ul>	
	<b>Unit – II: Text</b>	15 lectures
	<ul style="list-style-type: none"> <li>a) Excerpts from Mark Twain's <i>Following the Equator</i></li> <li>b) Excerpts from Pico Iyer's <i>The Global Soul</i></li> </ul>	
<b>Assessment</b>	<b>Evaluation Scheme</b>	
	CA I: MCQ (10 marks)	
	CA II: Critical Assignment (10 marks)	
	Attendance and Class Participation: (5 marks)	
	SEE:	
	Unit I: 1 out of 2 (10 marks)	
	Unit II: 1 out of 2 (10 marks)	
	Unit I and II: 2 out of 4 (5 marks)	



<b>References:</b>	<ol style="list-style-type: none"> <li>1. Blanton, C. (2013). <i>Travel Writing</i>. Taylor &amp; Francis.</li> <li>2. Hooper, G. (2017). <i>Perspectives on Travel Writing</i>. Taylor &amp; Francis.</li> <li>3. Hulme, Peter and Tim Youngs Eds. <i>The Cambridge Companion to Travel Writing</i>. (2002). Cambridge University Press.</li> <li>4. Iyer, P. (2021). <i>Autumn Light: Season of Fire and Farewells</i>. Penguin Random House India.</li> <li>5. Iyer, P. (2014). <i>The Art of Stillness: Adventures in Going Nowhere</i>. Simon &amp; Schuster.</li> <li>6. Twain, Mark. (1897). <i>Following the equator; a journey around the world</i>. American Publishing Company.</li> <li>7. Mort, T. (2007). <i>Mark Twain on Travel</i>. Lyons Press.</li> <li>8. Thompson, C. (2011). <i>Travel Writing</i>. Taylor &amp; Francis.</li> <li>9. Youngs, T. (2013). <i>The Cambridge Introduction to Travel Writing</i>. Cambridge University Press.</li> </ol>
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### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	02	03	07	12
II	02	03	08	13
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>04</b>	<b>06</b>	<b>15</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>16%</b>	<b>24%</b>	<b>60%</b>	<b>100 %</b>



<b>Course Code</b> JUAENG-OE104	<b>Course Title</b> Writing for Digital Platforms	<b>Credits: 02</b> <b>Lectures/Week:</b> <b>02</b>
<b>Course Description</b>	This course introduces the learners to the range and technicalities of digital content.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Are acquainted with different forms of expression on digital platforms</li> </ul> Understand the various forms and formats of blogs and vlogs	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>• Developed the ability to express themselves creatively using varied forms of digital media</li> <li>• Applied the knowledge of various genres of travel, film, technology, etc through writing reviews and articles</li> </ul>	
	<b>THEORY</b> <b>Semester I</b>	<b>30 Lectures</b>
	<b>Unit – I: Blogs and Vlogs</b>	15 Lectures
	a) Listicles b) Rants and Reflections c) Video Essays	
	<b>Unit – II: Feature Writing</b>	15 Lectures
	a) Reviews b) Opinion pieces c) General Interest Features	
<b>Assessment</b>	<b>Evaluation Scheme</b>  CA I: MCQ (10 marks)  CA II: Critical Assignment (10 marks)  Attendance and Class Participation: (5 marks)  SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (10 marks) Unit I and II: 2 out of 4 (5 marks)	





<b>References:</b>	<ol style="list-style-type: none"> <li>1. Baehr, Craig and Bob Schaller. (2010). <i>Writing for the Internet: A Guide to Real Communication in Virtual Space</i>. Santa Barabara, Denver and Oxford: Greenwood Press. Print.</li> <li>2. Banks, Michael A. (2008). <i>Blogging Heroes: Interviews with 30 of the World's Top Bloggers</i>. Indianapolis: Wiley and Sons. Print.</li> <li>3. Fenton, Nicole and Kate Kiefer Lee (2014). <i>Nicely Said: Writing for the Web with Style and Purpose</i>. USA: Peachpit Press. Print.</li> <li>4. Lupold Bair, Amy and Susannah Gardner (2014). <i>Blogging for Dummies (5<sup>th</sup> Edition)</i>. New Jersey: John Wiley and Sons. Print.</li> <li>5. Mason, Margaret. (2007). <i>No One Cares What You Had for Lunch: 100 Ideas for Your Blog</i>. Berkeley: Peachpit Press. Print.</li> <li>6. Mccoy, Julia. (2016). <i>So You Think You Can Write? The Definitive Guide to Successful Online Writing</i>. USA: expresswriters.com. Print.</li> <li>7. Pearson, Mark. (2012). <i>Blogging and Tweeting Without Getting Sued: A Global Guide to the Law for Anyone Writing Online</i>. Sydney, Melbourne, Auckland and London: Allen and Unwin. Print.</li> <li>8. Rowse, Darren and Glenn Murray. (2010). <i>The Copywriting Scorecard for Bloggers: Score your posts out of 100</i>. Australia: ProBlogger.net and Divine Write Copywriting Pvt. Ltd. Print. White, Charlie and John Biggs. (2012). <i>Bloggers Boot Camp: Learning How to Build, Write, and Run a Successful Blog (Second Edition)</i>. London and New York: Focal Press. Print.</li> </ol>
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### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	02	03	07	12
II	02	03	08	13
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>04</b>	<b>06</b>	<b>15</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>16%</b>	<b>24%</b>	<b>60%</b>	<b>100 %</b>



## Skill Enhancement Elective Courses

<b>Course Code</b> JUAENG- SEC101/201	<b>Course Title</b> Editing Skills	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	The course acquaints the students with the significance and application of editing skills in various fields.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Acquire the skills for editing and proofreading</li> </ul> Apply appropriate editing skills required for different styles of writing	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>● Illustrate the conceptual and procedural understanding of editing</li> <li>● Applied effective editing skills to improve the quality of written texts</li> </ul>	
	<b>THEORY</b> <b>Semester I</b>	<b>30 lectures</b>
	<b>Unit – I: Basics of Editing</b>	<b>15 lectures</b>
	<ul style="list-style-type: none"> <li>a) Concept and the 5 Cs of Editing (clarity, conciseness, correctness, comprehension, consistency)</li> <li>b) Proofreading (Grammar, vocabulary, punctuation, spellings and typos)</li> <li>c) Content editing (Coherence, relevance, structure)</li> </ul>	
	<b>Unit – II: Application of Editing</b>	<b>15 lectures</b>
	<ul style="list-style-type: none"> <li>a) Editing in journalism</li> <li>b) Editing in creative writing</li> <li>c) Editing in academic writing</li> </ul>	
<b>Assessment</b>	<b>Evaluation Scheme</b>	
	CA I: Text-based practical assignment (10 marks) CA II: Text-based practical assignment (10 marks)  Attendance and Class Participation: (5 marks)  SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (10 marks) Unit I and II: 2 out of 4 (5 marks)	



<b>References:</b>	<ol style="list-style-type: none"> <li>1. Camp, Sue (2005). <i>Developing Proofreading and Editing Skills</i>. McGraw-Hill Irwin.</li> <li>2. Grellet, F. (1981). <i>Developing Reading Skills</i>. Cambridge: Cambridge University Press.</li> <li>3. Halan, Jethwaney (2009). <i>Effective Editing: A Practical Handbook to Develop Good Editing Skills</i>. Sterling Publishers Private Limited.</li> <li>4. Hamp-Lyons, Liz and Ben Heasley (2006). Second edition. <i>Study Writing: A Course in Writing Skills for Academic Purposes</i>. Cambridge: CUP. Ginna, Peter (2017). <i>What Editors Do: The Art, Craft, and Business of Book Editing</i>. University of Chicago Press.</li> </ol>
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### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	03	03	06	12
II	03	03	07	13
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>06</b>	<b>06</b>	<b>13</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>24%</b>	<b>24%</b>	<b>52%</b>	<b>100 %</b>





<b>Course Code</b> JUAENG- SEC102/202	<b>Course Title: Soft Skills for Professionals</b>	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course initiates students into the praxis of soft skills in professional contexts enabling them to become more job ready.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Acquire the skills for interpersonal communication at the workplace</li> <li>● Demonstrate the ability to utilise and apply the necessary soft skill for routine situations encountered at the workplace</li> </ul>	
<b>Course Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>● Applied effective soft skills to respond to a range of commonplace situations at the workplace</li> <li>● Utilised the components of interpersonal communication skills to navigate professional discussions and meetings.</li> </ul>	
	<b>THEORY</b>	<b>30 lectures</b>
<b>Sub Unit</b>	<b>Unit – I: Interpersonal Communication Skills</b>	<b>15 lectures</b>
a)	Group communication: Discussions and meetings (role of participants/chairperson/GD decorum)	
b)	Teamwork and leadership (Belbin, process and stages of team-building, qualities and styles of leadership)	
c)	Ethics of communication (personal integrity, computer ethics, CSR, boundaries, privacy)	
	<b>Unit – II: Professional Life Management</b>	<b>15 lectures</b>
a)	Problem-solving and conflict resolution (through case studies)	
b)	Creative Thinking (Six hats: de Bono)	
c)	Time management and stress management (Pareto's 80/20 rule, SMART goals by George T Doren, Hans Selye's Eustress and Distress theory)	
	<b>Evaluation Scheme</b>  CA: Demonstration + Viva (20 + 5 Marks)  SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (10 marks) Unit I and II: 2 out of 4 (5 marks)	



<b>References:</b>	<ol style="list-style-type: none"> <li>1. Alex, Dr. K. (2014). <i>Soft Skills (1st edition)</i> S Chand &amp; Company.</li> <li>2. Goleman, D. (1995). <i>Emotional intelligence: Why it can matter more than IQ</i>, Bantam Books.</li> <li>3. Kaul, Asha. (2009). <i>Business Communication (2nd edition)</i> PHI Learning.</li> <li>4. Nelson-Jones, R. (1992). <i>Life skills, a handbook</i>, Trowbridge, Wilts: Detesios Ltd.</li> <li>5. Panja, Sharmistha et al. (2006). <i>Business English</i>. Pearson.</li> <li>6. Sen, Madhucchanda (2010), <i>An Introduction to Critical Thinking</i>, Pearson, Delhi.</li> <li>7. Tuhovsky, Ian (2019). <i>Communication Skills Training (2nd edition)</i> Rupa Publication India.</li> </ol>
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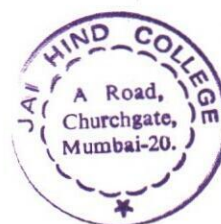
### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	04	04	05	13
II	03	04	05	12
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>07</b>	<b>08</b>	<b>10</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>28</b>	<b>32</b>	<b>40</b>	<b>100%</b>



## Vocational Skill Elective Courses

<b>Course Code</b> JUAENG- VSC101	<b>Course Title</b> Reporting in Journalism - I	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course guides students interested in the field of journalism and acquaints them with the basic knowledge of interviewing and reporting.	
<b>Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Acquire the skills for field reporting and developing stories</li> <li>• Demonstrate the ability to utilise and apply writing and editing skills for effective reporting</li> </ul>	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>• Applied effective journalistic techniques for research and analysis of potential news articles</li> </ul> Strategically used techniques of field and written correspondence	
	<b>THEORY</b> <b>Semester I</b>	<b>30 lectures</b>
	<b>Unit – I: Story Creation</b>	<b>15 lectures</b>
	<ul style="list-style-type: none"> <li>a) Research and collect information from various primary and secondary sources</li> <li>b) Generate a story/ idea/ concept across media and formats</li> <li>c) Ethical, legal, regulatory, organizational or other limitations to an idea</li> </ul>	
	<b>Unit – II: Skills for Journalism</b>	<b>15 lectures</b>
	<ul style="list-style-type: none"> <li>a) Reading (JD)</li> <li>b) Writing (JD)</li> <li>c) Editing (JD)</li> <li>d) Conducting interviews (leaders/celebrities/victim) (RR)</li> <li>e) Reporting stories in real-time (RR)</li> </ul>	
	<b>Tutorials</b>  - Practice of the above	





<b>Assessment</b>	<p><b>Evaluation Scheme</b></p> <p>CA: Critical Assignment and Viva (20 marks)</p> <p>Attendance and Class Participation: (5 marks)</p> <p>SEE:  Unit I: 1 out of 2 (10 marks)  Unit II: 1 out of 2 (10 marks)  Unit I and II: 2 out of 4 (5 marks)</p>
<b>References:</b>	<ol style="list-style-type: none"> <li>1. Ahluwalia, J.P. (2007). <i>News Structure in Print Media and Electronic Media</i>. New Delhi: Adhyayan. Print.</li> <li>2. Aram, Arul I. (n.d.). Types of Lead. Retrieved from URL: <a href="http://www.angelfire.com/nd/nirmaldasan/journalismonline/tol.html">http://www.angelfire.com/nd/nirmaldasan/journalismonline/tol.html</a></li> <li>3. Gibson, Malcolm. (n.d.). Headlines: Making an impact – accurately. Retrieved from URL:  a. <a href="http://web.ku.edu/~edit/heads.html">http://web.ku.edu/~edit/heads.html</a></li> <li>4. Goldberg, Bernard. (2002). <i>Bias: A CBS Insider Exposes How The Media Distort The News</i>. New York: Harper Collins Publishers. Print.</li> <li>5. Harrison, Jackie. (2005). <i>News</i>. London and New York: Routledge. Print.</li> <li>6. Lorenz, Alfred L. (2005). <i>Reporting and Writing</i>. London: Pearson. Print.</li> <li>7. MediaCollege.com. (n.d.). What Makes a Story Newsworthy? Retrieved from URL: <a href="https://www.mediacollege.com/journalism/news/newsworthy.html">https://www.mediacollege.com/journalism/news/newsworthy.html</a></li> <li>8. Mencher, Melvin (1992). <i>Basic News Writing</i>. New Delhi: Universal Book Stall. Print.</li> <li>9. White, Ted. (2005). <i>Broadcast News Writing, Reporting and Producing (Fourth Edition)</i>. Amsterdam, Boston, Heidelberg, London, New York, Paris, San Diego, San Francisco, Sydney and Tokyo: Focal Press and Elsevier. Print.</li> </ol>

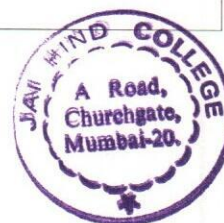


**Bloom's Taxonomy in Evaluation Scheme**

<b>UNIT</b>	<b>KNOWLEDGE</b>	<b>UNDERSTANDING</b>	<b>APPLICATION</b>	<b>TOTAL MARKS</b>
<b>I</b>	<b>03</b>	<b>03</b>	<b>06</b>	<b>12</b>
<b>II</b>	<b>03</b>	<b>03</b>	<b>07</b>	<b>13</b>
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>06</b>	<b>06</b>	<b>13</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>24%</b>	<b>24%</b>	<b>52%</b>	<b>100 %</b>



<b>Course Code</b> JUAENG-VSC 201	<b>Course Title</b> Reporting in Journalism - II	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course guides students interested in the field of journalism and acquaints them with the basic knowledge of interviewing and reporting.	
<b>Course Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Acquire the skills for field reporting and developing stories</li> <li>● Demonstrate the ability to utilise and apply writing and editing skills for effective reporting</li> </ul>	
<b>Course Learning Outcomes</b>	Students would have: <ul style="list-style-type: none"> <li>● Applied effective journalistic techniques for research and analysis of potential news articles</li> <li>● Strategically used techniques of field and written correspondence</li> </ul>	
	<b>THEORY</b> <b>Semester I</b>	<b>30 lectures</b>
	<b>Unit – I: Feature Writing</b>	<b>15 Lectures</b>
	d) Types of features: Reviews, Obituaries, Columns, Human Interest stories, Travelogues, Trend stories. e) Students are expected to learn how to write a feature on a contemporary topic.	
	<b>Unit – II: Press Laws and News Agencies</b>	<b>15 Lectures</b>
	f) Major Press Laws in India: Censorship Laws and the Freedom of the Press g) Media Ethics h) News Agencies: organisation, network and departments i) Press Syndicates	
<b>Assessment</b>	<b>Evaluation Scheme</b>  CA: Critical Assignment and Viva (20 marks)  Attendance and Class Participation: (5 marks)  SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (10 marks)	





<b>References:</b>	<ol style="list-style-type: none"> <li>1. Ahluwalia, J.P. (2007). <i>News Structure in Print Media and Electronic Media</i>. New Delhi: Adhyayan. Print.</li> <li>2. Aram, Arul I. (n.d.). Types of Lead. Retrieved from URL: <a href="http://www.angelfire.com/nd/nirmaldasan/journalismonline/tol.html">http://www.angelfire.com/nd/nirmaldasan/journalismonline/tol.html</a></li> <li>3. Gibson, Malcolm. (n.d.). Headlines: Making an impact – accurately. Retrieved from URL: <a href="http://web.ku.edu/~edit/heads.html">http://web.ku.edu/~edit/heads.html</a></li> <li>4. Goldberg, Bernard. (2002). <i>Bias: A CBS Insider Exposes How The Media Distort The News</i>. New York: Harper Collins Publishers. Print.</li> <li>5. Harrison, Jackie. (2005). <i>News</i>. London and New York: Routledge. Print.</li> <li>6. Lorenz. Alfred L. (2005). <i>Reporting and Writing</i>. London: Pearson. Print.</li> <li>7. MediaCollege.com. (n.d.). What Makes a Story Newsworthy? Retrieved from URL: <a href="https://www.mediacollege.com/journalism/news/newsworthy.html">https://www.mediacollege.com/journalism/news/newsworthy.html</a></li> <li>8. Mencher, Melvin (1992). <i>Basic News Writing</i>. New Delhi: Universal Book Stall. Print. White, Ted. (2005). <i>Broadcast News Writing, Reporting and Producing (Fourth Edition)</i>. Amsterdam, Boston, Heidelberg, London, New York, Paris, San Diego, San Francisco, Sydney and Tokyo: Focal Press and Elsevier. Print.</li> </ol>
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**Bloom's Taxonomy in Evaluation Scheme**

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	03	03	06	12
II	03	03	07	13
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>06</b>	<b>06</b>	<b>13</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>24%</b>	<b>24%</b>	<b>52%</b>	<b>100 %</b>



## Ability Enhancement Courses

<b>Course Code</b> JUENG-AEC101	<b>Course Title: English Language Skills</b>	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course description</b>	This course introduces the learners to the basics of English language and enhances the learners' use of linguistic skills for improved expression.	
<b>Learning objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>● Enhance their understanding of basic language skills</li> <li>● Apply basic language skills to different contexts and narratives</li> <li>● Become equipped to use language skills effectively in creative spheres</li> </ul>	
<b>Course Outcomes</b>	At the end of the course, students would have: <ul style="list-style-type: none"> <li>● Understood the basics of grammar and nuances of language</li> <li>● Illustrated the ability to use the language components accordingly</li> <li>● Constructed original and creative texts</li> </ul>	
	<b>THEORY</b>	<b>30 lectures</b>
<b>Sub Unit</b>	<b>Unit – I: Basic Language Skills</b>	<b>10 lectures</b>
a)	Articles, prepositions, conjunctions	
b)	Types of Sentences (Simple, Compound, Complex)	
c)	Question Tags	
d)	Direct and Indirect Speech	
e)	Active and Passive Voice	
	<b>Unit – II: Applied Language Skills</b>	<b>10 lectures</b>
	Texts and paragraphs that incorporate the above taken from: <ul style="list-style-type: none"> <li>- Scientific journals</li> <li>- Literary texts</li> <li>- Newspaper articles</li> <li>- Any other relevant source</li> </ul>	
	<b>Unit – III: Creative Writing</b>	<b>10 lectures</b>
a)	Essays	
b)	Blogs	
c)	Stories	
d)	Dialogues	





	<p><b>Evaluation Scheme</b></p> <p>CA I: MCQ (10 marks)</p> <p>CA II: Creative written assignment (15 marks)</p> <p>SEE:</p> <p>Unit I: Do as Directed (10 marks)</p> <p>Unit II: 1 out of 2 (5 marks)</p> <p>Unit III: 1 out of 3 (10 marks)</p>
<p><b>References:</b></p>	<ol style="list-style-type: none"> <li>1. Barker, Alan. (2010). <i>Improve your Communication Skills (Revised Second Edition)</i>. New York, Philadelphia and New Delhi: Kogan Press Limited. Print.</li> <li>2. Bellare, Nirmala. (1998). <i>Reading Strategies. Vols. 1 and 2</i>. New Delhi. Oxford University Press. Print.</li> <li>3. Blass, Laurie, Kathy Block and Hannah Friesan. (2007). <i>Creating Meaning</i>. Oxford: Oxford University Press.</li> <li>4. Buscemi, Santi and Charlotte Smith. (1994). <i>75 Readings Plus. Second Edition</i> New York: McGraw-Hill. Print.</li> <li>5. Career Skills Library. (2009). <i>Communication Skills (Third Edition)</i>. New York: Ferguson Publishing. Print.</li> <li>6. Doff, Adrian and Christopher Jones. (2004). <i>Language in Use (Intermediate and Upper Intermediate)</i>. Cambridge: Cambridge University Press. Print.</li> <li>7. Glendinning, Eric H. and Beverley Holmstrom. (2004). <i>Study Reading: A Course in Reading Skills for Academic Purposes</i>. Cambridge: Cambridge: Cambridge University Press. Print.</li> <li>8. Greenbaum, Sidney and Gerald Nelson. (2002). <i>An Introduction to English Grammar (Second Edition)</i>. London: Longman. Print.</li> <li>9. Grellet, F. (1981). <i>Developing Reading Skills</i>. Cambridge: Cambridge University Press. Print.</li> <li>10. Hamp-Lyons, Liz and Ben Heasley (2006). <i>Study Writing: A Course in Writing Skills for Academic Purposes</i>. Cambridge: Cambridge: Cambridge University Press. Print.</li> <li>11. Hood, J.H. (2013). <i>How to Book of Writing Skills: Improve your English report, email or business</i>. USA: WordCraft Global. Print.</li> <li>12. Langan, John. (2008). <i>College Writing Skills with Readings (Seventh Edition)</i>. New York: McGraw Hill Higher Education. Print.</li> <li>13. Mohan Krishna &amp; Banerji, Meera (1990). <i>Developing Communication Skills</i>. New Delhi: Macmillan India. Print.</li> <li>14. Seely, John. (2013). <i>The Oxford Guide to Effective Writing and Speaking: How to communicate clearly (Third Edition)</i>. Oxford: Oxford University Press UK. Print.</li> </ol>





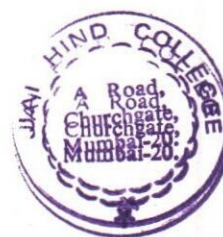
	<p>Websites:</p> <ol style="list-style-type: none"> <li>1) <a href="http://www.onestopenglish.com">http://www.onestopenglish.com</a></li> <li>2) <a href="http://www.britishcouncil.org/learning-learn-english.htm">www.britishcouncil.org/learning-learn-english.htm</a></li> <li>3) <a href="http://www.teachingenglish.org.uk">http://www.teachingenglish.org.uk</a></li> <li>4) <a href="http://www.usingenglish.com/">http://www.usingenglish.com/</a></li> <li>5) Technical writing, online textbook (David McMurrey): <a href="http://www.io.comi—hcxres/textbook/">http://www.io.comi—hcxres/textbook/</a></li> <li>6) <a href="http://www.pearsoned.co.uk/AboutUs/ELT/">http://www.pearsoned.co.uk/AboutUs/ELT/</a></li> <li>7) <a href="http://www.howisay.com/">http://www.howisay.com/</a></li> <li>8) <a href="http://www.thefreedictionary.com/">http://www.thefreedictionary.com/</a></li> </ol> <p>Some other useful websites for informative text and audio resources:</p> <ol style="list-style-type: none"> <li>1) <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li>2) <a href="http://nobelprize.org/">http://nobelprize.org/</a></li> <li>3) <a href="http://www.bbc.co.uk/1/">http://www.bbc.co.uk/1.</a></li> </ol>
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### Bloom's Taxonomy in Evaluation Scheme

UNIT	KNOWLEDGE	UNDERSTANDING	APPLICATION	TOTAL MARKS
I	04	04	02	10
II	01	01	03	5
III	02	04	04	10
<b>TOTAL MARKS PER OBJECTIVE</b>	<b>07</b>	<b>09</b>	<b>09</b>	<b>25</b>
<b>% WEIGHTAGE</b>	<b>28%</b>	<b>36%</b>	<b>36%</b>	<b>100%</b>



<b>Course Code:</b> JUENG- ANG-201	<b>Course Title</b> <b>English Communication Skills</b>	<b>Credits: 02</b> <b>Lectures/Week: 2</b>
<b>Course Description</b>	This course introduces the learners to the basics of English communication and enhances the learners' use of written, oral and interpersonal communication skills.	
<b>Course Learning Objectives</b>	It is expected that students: <ul style="list-style-type: none"> <li>• Develop awareness of the theory and practice of communication skills in English</li> <li>• Enhance writing, speaking and listening skills</li> <li>• Improve comprehension skills and the appropriate ways of acquiring information</li> <li>• Become equipped to use communication skills effectively in personal and professional sphere</li> <li>• Improve presentation and public speaking skills</li> </ul>	
<b>Course Learning Outcomes</b>	Students would be able to: <ul style="list-style-type: none"> <li>• Understand and apply the basics of oral and written communication in personal and professional contexts</li> <li>• Display leadership and team-building skills through effective use of communication</li> <li>• Evaluate written communication on the basis of comprehension of passages</li> <li>• Write cogent job applications, resume, formal letters and professional emails</li> </ul>	
	<b>THEORY</b> <b>Semester II</b>	<b>Total Lectures:</b> <b>30</b>
	<b>Unit – I: Theory of Communication</b>	<b>10</b>
	a) Concept of Communication: Meaning, Process, 7 Cs of Communication, Significance of Communication Skills in personal and professional life b) Methods: Verbal and Nonverbal Communication and their Application c) Listening: Difference between listening and hearing, Types of Listening, Cultivating effective Listening Skills	



	<b>Unit – II: Speaking Skills</b>	<b>10</b>
	a) Presentation skills b) Group discussion c) Interview skills d) Public speaking	
	<b>Unit – III: Writing and Professional Skills</b>	<b>10</b>
	a) Documentation: Minutes and note-making b) Reports: Business reports and newspaper reports c) Formal letter and email writing d) Job Application and Resume	
<b>Assessment</b>	<b>Evaluation Scheme</b> CA I: MCQ (10 marks) CA II: Written assignment (15 marks) SEE: Unit I: 1 out of 2 (10 marks) Unit II: 1 out of 2 (05 marks) Unit III: 1 out of 3 (10 marks)	
<b>References:</b>	<ol style="list-style-type: none"> <li>Bellare, Nirmala (1998). <i>Reading Strategies</i>. Vols. 1 and 2. New Delhi. Oxford University Press.</li> <li>Blass, Laurie, Kathy Block and Hannah Friesan (2007). <i>Creating Meaning</i>. Oxford: OUP.</li> <li>Buscemi, Santi and Charlotte Smith (1994). <i>75 Readings Plus</i>. Second Edition New York: McGraw-Hill.</li> <li>Doff, Adrian and Christopher Jones (2004) <i>Language in Use (Intermediate and Upper Intermediate)</i>. Cambridge: CUP.</li> <li>Glendinning, Eric H. and Beverley Holmstrom (2004). Second edition. <i>Study Reading: A Course in Reading Skills for Academic Purposes</i>. Cambridge: CUP.</li> <li>Grellet, F. (1981). <i>Developing Reading Skills</i>. Cambridge: Cambridge University Press.</li> <li>Hamp-Lyons, Liz and Ben Heasley (2006). Second edition. <i>Study Writing: A Course in Writing Skills for Academic Purposes</i>. Cambridge: CUP.</li> <li>Mohan Krishna &amp; Banerji, Meera (1990). <i>Developing Communication Skills</i>. New Delhi: Macmillan.</li> <li>Mohan Krishna &amp; Singh, N. P. (1995). <i>Speaking English Effectively</i>. New Delhi: Macmillan.</li> <li>Sasi kumar, V., Kiranmai Dutt and Geetha Rajeevan (2006). <i>A Course in Listening and Speaking I &amp; II</i>. New Delhi: Foundation Books, Cambridge House.</li> </ol>	





11. Savage, Alice, et al (2005). *Effective Academic Writing*. Oxford: OUP.
12. Khanna, Pooja. (2016). *English Communication*. New Delhi: Vikas Publishing.
13. Khanna, Pooja. (2016). *Effective Business Communication*. New Delhi: Vikas Publishing.

Websites:

- 1) <http://www.onestopenglish.com>
- 2) [www.britishcouncil.org/learning-learn-english.htm](http://www.britishcouncil.org/learning-learn-english.htm)
- 3) <http://www.teachingenglish.org.uk>
- 4) <http://www.usingenglish.com/>
- 5) Technical writing, online textbook (David McMurrey):  
<http://www.io.comi—hcexres/textbook/>
- 7) <http://www.pearsoned.co.uk/AboutUs/ELT/>
- 8) <http://www.howisay.com/>
- 9) <http://www.thefreedictionary.com/>

Some other useful websites for informative text and audio resources:

- 1) [www.nationalgeographic.com](http://www.nationalgeographic.com)
- 2) <http://nobelprize.org/>
- 3) <http://www.bbc.co.uk/>

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