

ST. JOSEPH'S COLLEGE (AUTONOMOUS), DEVAGIRI, KOZHIKODE

Re-accredited with A++ Grade

Affiliated to the University of Calicut



Proposed Programme Structure and Syllabus of

**BA Functional English And Psychology
(Double Major)**

EFFECTIVE FROM 2025-26 ACADEMIC YEAR ONWARDS

(FYUGP Regulations 2024)

**B.A. FUNCTIONAL ENGLISH AND PSYCHOLOGY (DOUBLE
MAJOR)
(MAJOR, MINOR AND GENERAL FOUNDATION COURSES)
SYLLABUS**

ELIGIBILITY FOR ADMISSION

- a. Candidates who have passed (Eligible for Higher Studies) the HSE of the Kerala State Board of Higher Secondary Examination or any other examination recognised as equivalent thereto are eligible for admission
- b. Aspirants belonging to the PwD category with hearing disabilities (deaf and hard of hearing) may be allowed to apply and seek admission for Psychology (FYUG) programmes if the student can do Experimental Psychology and Counselling Courses.

PROGRAMME OUTCOMES (PO):

At the end of the graduate programme at St. Joseph's College (Autonomous), Devagiri, a student would:

PO1	Knowledge Acquisition: Demonstrate a profound understanding of knowledge trends and their impact on the chosen discipline of study.
PO2	Communication, Collaboration, Inclusiveness, and Leadership: Become a team player who drives positive change through effective communication, collaborative acumen, transformative leadership, and a dedication to inclusivity.
PO3	Professional Skills: Demonstrate professional skills to navigate diverse career paths with confidence and adaptability.
PO4	Digital Intelligence: Demonstrate proficiency in varied digital and technological tools to understand and interact with the digital world, thus effectively processing complex information.
PO5	Scientific Awareness and Critical Thinking: Emerge as an innovative problem-solver and impactful mediator, applying scientific understanding and critical thinking to address challenges and advance sustainable solutions.
PO6	Human Values, Professional Ethics, and Societal and Environmental Responsibility: Become a responsible leader, characterised by an unwavering commitment to human values, ethical conduct, and a fervent dedication to the well-being of society and the environment.
PO7	Research, Innovation, and Entrepreneurship: Emerge as a researcher and entrepreneurial leader, forging collaborative partnerships with industry, academia, and communities to contribute enduring solutions for local, regional, and global development.

PROGRAMME SPECIFIC OUTCOMES (PSO)

At the end of the B.A. Functional English Honours programme at St. Joseph's College (Autonomous), Devagiri, a student would:

PSO 1	Demonstrate a sound understanding of terminologies, theories, and concepts related to language education, communication, linguistics, translation, media, public relations, and cultural studies.
PSO 2	Communicate in English in diverse professional, academic, social, cultural and interpersonal contexts with good mastery over the four macro skills: (LSRW).
PSO 3	Analyse and interpret literary and non-literary texts critically by identifying the aesthetic richness, philosophic profundity, semantic properties, and cultural nuances.
PSO 4	Engage critically in the construction of knowledge within the field of Psychology, demonstrating a strong scientific temperament, and utilizing digital and technological tools for research, analysis, and presentation.
PSO 5	Enhance standards of ethical conduct and human values integral to the practice of Psychology, continuously advancing knowledge through a commitment to lifelong learning and active participation in research.
PSO 6	Apply advanced psychological principles to address challenges within the field, actively contributing to the betterment of communities, and demonstrating a strong sense of social and environmental responsibility in all professional endeavours.

COURSE STRUCTURE FOR BATCH A1(B2)
IN
PATHWAY 5: DOUBLE MAJOR

A1: 68 credits in FUNCTIONAL ENGLISH (Major A)

B2: 53 credits in PSYCHOLOGY (Major B)

The combinations available to the students: (A1 & B2)

Semester	Course Code	Course Title	Total Hours	Hours/ Week	Credits	Marks		
						Internal	External	Total
1	FEN1CJ101	Core Course 1 in Major A - Introduction to Functional English	75	5	4	30	70	100
	PSY1CJ102	Core Course 1 in Major B - Introduction to Psychology	60/ 75	4/ 5	4	30	70	100
	FEN1CJ102	Core Course 2 in Major A - Oral Communication Practice	75	5	4	30	70	100
	ENG1FA101(1A)	Ability Enhancement Course 1	60	4	3	25	50	75
		Ability Enhancement Course 2	45	3	3	25	50	75
	FEN1FM105	Multi-Disciplinary Course 1 in Major A - Vocabulary in Use	45	3	3	25	50	75
		Total		24/ 25	21			525
2	FEN2CJ102	Core Course 3 in Major A - Fundamentals of Grammar and Usage	75	5	4	30	70	100
	PSY2CJ102	Core Course 2 in Major B - Cognitive Psychology	60/ 75	4/ 5	4	30	70	100
	PSY2CJ103	Core Course 3 in Major B - Individual Differences	60/ 75	4/ 5	4	30	70	100
		Ability Enhancement Course 3	60	4	3	25	50	75
		Ability Enhancement Course 4	45	3	3	25	50	75
	FEN2FM106 / FEN3FM106	Multi-Disciplinary Course 2 in Major A - Public Speaking and Debating Skills	45	3	3	25	50	75
		Total		23 – 25	21			525

3	FEN3CJ 203	Core Course 4 in Major A - Techniques of Writing	60	4	4	30	70	100
	FEN3CJ 204	Core Course 5 in Major A - Introduction to Journalism	75	5	4	30	70	100
	PSY3CJ203	Core Course 4 in Major B - Brain and Behaviour	60/ 75	4/ 5	4	30	70	100
	PSY3CJ204	Core Course 5 in Major B - Foundations of Social Behaviour	60/ 75	4/ 5	4	30	70	100
	PSY3FM107(1)	Multi-Disciplinary Course 1 in B -Day-to-Day Psychology	45	3	3	25	50	75
	FEN3FV 108	Value-Added Course 1 in Major A - Literatures in Translation	45	3	3	25	50	75
		Total		23 – 25	22			550
4	FEN4CJ 206	Core Course 6 in Major A - Genealogy of British Literature	75	5	4	30	70	100
	PSY4CJ206	Core Course 6 in Major B - Organizational Behaviour	60/ 75	4/ 5	4	30	70	100
	FEN4CJ 207	Core Course 7 in Major A - Content Writing: Principles and Practice	75	5	4	30	70	100
	FEN4FV 110	Value-Added Course 2 in Major A - Dalit Women's Writing	45	3	3	25	50	75
	PSY4FV001	Value-Added Course 1 in B - Well Being and Stress Management	45	3	3	25	50	75
	FEN4FS 112 / FEN5FS 112	Skill Enhancement Course 1 in Major A - Interview Skills	45	3	3	25	50	75
		Total		23/ 24	21			525
	FEN5CJ 302	Core Course 8 in Major A - English Language Teaching	75	5	4	30	70	100

5	PSY5CJ304	Core Course 7 in Major B - Psychological Skills in Organization	60/ 75	4/ 5	4	30	70	100
	FEN5CJ304	Core Course 9 in Major A - Literary and Cultural Theory	60	4	4	30	70	100
		Elective Course 1 in Major A - English for Theatrical Performances	60	4	4	30	70	100
	PSY6EJ302	Elective Course 1 in Major B - Professional Identity and Development	60	4	4	30	70	100
	PSY5FS113	Skill Enhancement Course 1 in Major B - Positive Psychology	45	3	3	25	50	75
		Total		24/ 25	23			575
6	FEN6CJ307	Core Course 10 in Major A - Film Studies	75	5	4	30	70	100
	PSY6CJ307	Core Course 8 in Major B - Human Resource Planning and Development	60/ 75	4/ 5	4	30	70	100
	PSY6CJ308	Core Course 9 in Major B - Introduction to Psychological Research	60	4	4	30	70	100
		Elective Course 2 in Major A - Public Relations	60	4	4	30	70	100
	PSY6EJ305	Elective Course 2 in Major B - Psychology and Media	60	4	4	30	70	100
	FEN6FS113	Skill Enhancement Course 2 Major A - Translation for Visual Media	45	3	3	25	50	75
	FEN6CJ349	Internship in Major Functional English (Credit for internship to be awarded only at the end of Semester 6)	60		2	50	-	50
		Total		24/ 25	25			625
Total Credits for Three Years					133			3325

7	FEN7CJ401	Core Course 11 in Major A - Advanced ELT		4	4			
	FEN7CJ406	Core Course 12 in Major A - Translation: Theory and Practice		4	4			
	FEN7CJ403	Core Course 13 in Major A - Digital Humanities		4	4			
	FEN7CJ407	Core Course 14 in Major A – Advertising		4	4			
	FEN7CJ408	Core Course 15 in Major A - Green Literature		4	4			

8	FEN8CJ449	Project			12			
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8	FEN8CJ499	Research Project			12			
	FEN8EJ405	Elective Course 3 in Major A - Introduction to Publishing		4	4			
	FEN8EJ406	Elective Course 4 in Major A - Politics of Language		4	4			
	FEN8EJ407	Elective Course 5 in Major A - Principles of Linguistics		4	4			
				4	4			
	FEN8EJ 403	Methodology of Research in Humanities (instead of Elective 5)		4	4			

MAJOR B - FOURTH YEAR PAPERS

7	PSY7CJ406	Core Course 10 in Major B- Abnormal Psychology		4	4			
	PSY7CJ407	Core Course 11 in Major B - Counselling Psychology		4	4			
	PSY7CJ408	Core Course 12 in Major B - Development in Adulthood		4	4			
	PSY7CJ404	Core Course 13 in Major B - Orientation to psychological interventions		4	4			
	PSY7CJ409	Core Course 14 in Major B - Human Resource Practices		4	4			

8	PSY8CJ449	Project			12			
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8	PSY8CJ499	Research Project			12			
	PSY8CJ407	Core Course 15 in Major B - Applied Psychology		4	4			
	PSY8CJ409	Core Course 16 in Major B - Industrial Clinical Psychology		4	4			
	PSY8CJ406	Core Course 17 in Major B - Assessment in Counselling and Clinical Setting		4	4			
				4	4			

EVALUATION SCHEME

1. The evaluation scheme for each course contains two parts: internal evaluation (about 30%) and external evaluation (about 70%). Each of the Major and Minor courses is of 4-credits. It is evaluated for 100 marks, out of which 30 marks is from internal evaluation and 70 marks, from external evaluation. Each of the General Foundation course is of 3-credits. It is evaluated for 75 marks, out of which 25 marks is from internal evaluation and 50 marks, from external evaluation.
2. The 4-credit courses (Major and Minor courses) are of two types: (i) courses with only theory and (ii) courses with 3-credit theory and 1-credit practical.
 - In 4-credit courses with only theory component, out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 10 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.
 - In 4-credit courses with 3-credit theory and 1-credit practical components, out of the total 5 modules of the syllabus, 4 modules are for theory and the fifth module is for practical. The practical component is internally evaluated for 20 marks. The internal evaluation of the 4 theory modules is for 10 marks.
3. All the 3-credit courses (General Foundational Courses) in Functional English are with only theory component. Out of the total 5 modules of the syllabus, one open-ended module with 20% content is designed by the faculty member teaching that course, and it is internally evaluated for 5 marks. The internal evaluation of the remaining 4 theory modules is for 20 marks.

Sl. No.	Nature of the Course		Internal Evaluation in Marks (about 30% of the total)		External Exam on 4 modules (Marks)	Total Marks
			Open-ended module / Practical	On the other 4 modules		
1	4-credit course	only theory (5 modules)	10	20	70	100
2	4-credit course	Theory (4 modules) + Practical	20	10	70	100
3	3-credit course	only theory (5 modules)	5	20	50	75

1.1. INTERNAL EVALUATION OF THEORY COMPONENT

Sl. No.	Components of Internal Evaluation of Theory Part of a Major / Minor Course	Internal Marks for the Theory Part of a Major / Minor Course of 4-credits			
		Theory Only		Theory + Practical	
		4 Theory Modules	Open-ended Module	4 Theory Modules	Practical
1	Test paper/ Mid-semester Exam	10	4	5	-
2	Seminar/ Viva/ Quiz	6	4	3	-
3	Assignment	4	2	2	-
Total		20	10	10	20*
		30		30	

* Refer the table in section 1.2 for the evaluation of practical component

1.2. EVALUATION OF PRACTICAL COMPONENT

The evaluation of practical component in Major and Minor courses is completely by internal evaluation.

- Continuous evaluation of practical by the teacher-in-charge shall carry a weightage of 50%.
- The end-semester practical examination and viva-voce, and the evaluation of practical records shall be conducted by the teacher in-charge and an internal examiner appointed by the Department Council.
- The process of continuous evaluation of practical courses shall be completed before 10 days from the commencement of the end-semester examination.
- Those who passed in continuous evaluation alone will be permitted to appear for the end-semester examination and viva-voce.

The scheme of continuous evaluation and the end-semester examination and viva-voce of practical component shall be as given below:

Sl. No.	Evaluation of Practical Component of Credit-1 in a Major / Minor Course	Marks for Practical	Weightage
1	Continuous evaluation of practical/ exercise performed in practical classes by the students	10	50%
2	End-semester examination and viva-voce to be conducted by teacher-in-charge along with an additional examiner arranged internally by the Department Council	7	35%
3	Evaluation of the Practical records submitted for the end semester viva-voce examination by the teacher-in-charge and additional examiner	3	15%
Total Marks		20	

1.3. EXTERNAL EVALUATION OF THEORY COMPONENT

External evaluation carries 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system (refer section 5).

PATTERN OF QUESTION PAPER FOR MAJOR AND MINOR COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
2 Hours	Short Answer	10	8 – 10	3	24
	Paragraph/ Problem	8	6 – 8	6	36
	Essay	2	1	10	10
Total Marks					70

2. INTERNSHIP

- All students should undergo Internship of 2-credits during the first six semesters in a firm, industry or organization, or training in labs with faculty and researchers of their own institution or other Higher Educational Institutions (HEIs) or research institutions.
- Internship can be for enhancing the employability of the student or for developing the research aptitude.
- Internship can involve hands-on training on a particular skill/ equipment/ software. It can be a short project on a specific problem or area. Attending seminars or workshops related to an area of learning or skill can be a component of Internship.
- A faculty member/ scientist/ instructor of the respective institution, where the student does the Internship, should be the supervisor of the Internship.

2.1. GUIDELINES FOR INTERNSHIP

1. Internship can be in Functional English or allied disciplines.
2. There should be minimum 60 hrs. of engagement from the student in the Internship.
3. Summer vacations and other holidays can be used for completing the Internship.
4. The students should make regular and detailed entries in to a personal log book through the period of Internship. The log book will be a record of the progress of the Internship and the time spent on the work, and it will be useful in writing the final report. It may contain experimental

conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Internship supervisor should periodically examine and countersign the log book.

5. The log book and the typed report must be submitted at the end of the Internship.
6. The institution at which the Internship will be carried out should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

2.2. EVALUATION OF INTERNSHIP

- The evaluation of Internship shall be done internally through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme.
- The credits and marks for the Internship will be awarded only at the end of semester 6.
- The scheme of continuous evaluation and the end-semester viva-voce examination based on the submitted report shall be as given below:

Sl. No.	Components of Evaluation of Internship		Marks for Internship 2 Credits	Weightage
1	Continuous evaluation of internship through interim presentations and reports by the committee internally constituted by the Department Council	Acquisition of skill set	10	40%
2		Interim Presentation and Viva-voce	5	
3		Punctuality and Log Book	5	
4	Report of Institute Visit/ Study Tour		5	10%
5	End-semester viva-voce examination to be conducted by the committee internally constituted by the Department Council	Quality of the work	6	35%
6		Presentation of the work	5	
7		Viva-voce	6	
8	Evaluation of the day-to-day records, the report of internship supervisor, and final report submitted for the end semester viva-voce examination before the committee internally constituted by the Department Council		8	15%
	Total Marks		50	

3. GENERAL FOUNDATION COURSES

All the General Foundation Courses (3-credits) in Functional English and Psychology are with only theory component.

3.1. INTERNAL EVALUATION

Sl. No.	Components of Internal Evaluation of a General Foundation Course in Functional English and Psychology	Internal Marks of a General Foundation Course of 3-credits in Functional English and Psychology	
		4 Theory Modules	Open-ended Module
1	Test paper/ Mid-semester Exam	10	2
2	Seminar/ Viva/ Quiz	6	2
3	Assignment	4	1
Total		20	5
		25	

3.2. EXTERNAL EVALUATION

External evaluation carries about 70% marks. Examinations will be conducted at the end of each semester. Individual questions are evaluated in marks and the total marks are converted into grades by the University based on 10-point grading system.

PATTERN OF QUESTION PAPER FOR GENERAL FOUNDATION COURSES

Duration	Type	Total No. of Questions	No. of Questions to be Answered	Marks for Each Question	Ceiling of Marks
1.5 Hours	Short Answer	10	8 – 10	2	16
	Paragraph/ Problem	5	4 – 5	6	24
	Essay	2	1	10	10
Total Marks					50

4. PROJECT

4.1. PROJECT IN HONOURS PROGRAMME

- In Honours programme, the student has the option to do a Project of 12-credits instead of three Core Courses in Major in semester 8.
- The Project can be done in the same institution or any other higher educational institution (HEI) or research center.
- A faculty member of the respective institution, where the student does the Project, should be the supervisor of the Project.

4.2. PROJECT IN HONOURS WITH RESEARCH PROGRAMME

- Students who secure 75% marks and above (equivalently, CGPA 7.5 and above) cumulatively in the first six semesters are eligible to get selected to Honours with Research stream in the fourth year.
- In Honours with Research programme, the student has to do a mandatory Research Project of 12-credits in semester 8.
- The approved research centres of University of Calicut or any other university/ HEI can offer the Honours with Research programme. The departments in the affiliated colleges under University of Calicut, which are not the approved research centres of the University, should get prior approval from the University to offer the Honours with Research programme. Such departments should have minimum one faculty member with Ph.D., and they should also have the necessary infrastructure to offer Honours with Research programme.
- A faculty member of the University/ College with a Ph.D. degree can supervise the research project of the students who have enrolled for Honours with Research. One such faculty member can supervise maximum four students in Honours with Research stream.

4.3. GUIDELINES FOR THE PROJECT IN HONOURS PROGRAMME AND HONOURS WITH RESEARCH PROGRAMME

1. Project can be in the major programme or allied disciplines.
2. Project should be done individually.
3. Project work can be of experimental/ theoretical/ computational in nature.
4. There should be minimum 240 hrs. of engagement from the student in the Project work in Honours programme.
5. There should be minimum 360 hrs. of engagement from the student in the Project work in Honours with Research programme.

6. The various steps in project works are the following:
 - Wide review of a topic.
 - Investigation on a problem in systematic way using appropriate techniques.
 - Systematic recording of the work.
 - Reporting the results with interpretation in a standard documented form.
 - Presenting the results before the examiners.
7. During the Project the students should make regular and detailed entries into a personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.
8. During the Project the students should make regular and detailed entries into a personal log book through the period of investigation. The log book will be a record of the progress of the Project and the time spent on the work, and it will be useful in writing the final report. It may contain experimental conditions and results, ideas, mathematical expressions, rough work and calculation, computer file names etc. All entries should be dated. The Project supervisor should periodically examine and countersign the log book.
9. The log book and the typed report must be submitted at the end of the Project. A copy of the report should be kept for reference at the department. A soft copy of the report too should be submitted, to be sent to the external examiner in advance.
10. It is desirable, but not mandatory, to publish the results of the Project in a peer reviewed journal.
11. The project report shall have an undertaking from the student and a certificate from the research supervisor for originality of the work, stating that there is no plagiarism, and that the work has not been submitted for the award of any other degree/ diploma in the same institution or any other institution.
12. The project proposal, institution at which the project is being carried out, and the project supervisor should be prior-approved by the Department Council of the college where the student has enrolled for the UG (Honours) programme.

4.4. EVALUATION OF PROJECT

- The evaluation of Project will be conducted at the end of the eighth semester by both internal and external modes.
- The Project in Honours programme/ Honours with Research programme will be evaluated for 300 marks. Out of this, 90 marks is from internal evaluation and 210 marks, from external

evaluation.

- The internal evaluation of the Project work shall be done through continuous assessment mode by a committee internally constituted by the Department Council of the college where the student has enrolled for the UG (Honours) programme. 30% of the weightage shall be given through this mode.
- The remaining 70% shall be awarded by the external examiner appointed by the University.
- The scheme of continuous evaluation and the end-semester viva-voce of the Project shall be as given below:

Components of Evaluation of Project	Marks for the Research Project(Honours)/ (Honours with Research)	Weightage
	12 Credits	
Continuous evaluation of project work through interim presentations and reports by the committee internally constituted by the Department Council	90	30%
End-semester viva-voce examination to be conducted by the external examiner appointed by the university	150	50%
Evaluation of the day-to-day records and project report submitted for the end-semester viva–voce examination conducted by the external examiner	60	20%
Total Marks	300	

INTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours programme) /(Honours with Research)
1	Skill in doing project work	30
2	Interim Presentation and Viva-Voce	20
3	Punctuality and Log book	20
4	Scheme/ Organization of Project Report	20
Total Marks		90

EXTERNAL EVALUATION OF PROJECT

Sl. No	Components of Evaluation of Project	Marks for the Research Project (Honours programme) / (Honours with Research programme) 12 credits
1	Content and relevance of the Project, Methodology, Quality of analysis, and Innovations of Research	50
2	Presentation of the Project	50
3	Project Report (typed copy), Log Book and References	60
4	Viva-Voce	50
Total Marks		210

5. LETTER GRADES AND GRADE POINTS

1. Mark system is followed for evaluating each question.
2. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below.
3. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.
4. The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.
5. Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

LETTER GRADES AND GRADE POINTS

Sl. No.	Percentage of Marks (Internal & External Put Together)	Description	Letter Grade	Grade Point	Range of Grade Points	Class
1	95% and above	Outstanding	O	10	9.50 – 10	First Class with Distinction
2	Above 85% and below 95%	Excellent	A+	9	8.50 – 9.49	
3	75% to below 85%	Very Good	A	8	7.50 – 8.49	
4	65% to below 75%	Good	B+	7	6.50 – 7.49	First Class
5	55% to below 65%	Above Average	B	6	5.50 – 6.49	
6	45% to below 55%	Average	C	5	4.50 – 5.49	Second Class
7	35% to below 45% aggregate (internal and external put together) with a minimum of 30% in external valuation	Pass	P	4	3.50 – 4.49	Third Class
8	Below an aggregate of 35% or below 30% in external evaluation	Fail	F	0	0 – 3.49	Fail
9	Not attending the examination	Absent	Ab	0	0	Fail

6. When students take audit courses, they will be given Pass (P) or Fail (F) grade without any credits.
7. The successful completion of all the courses and capstone components prescribed for the three- year or four-year programme with 'P' grade shall be the minimum requirement for the award of UG Degree or UG Degree Honours or UG Degree Honours with Research, as the case may be.

5.1. COMPUTATION OF SGPA AND CGPA

- The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$\text{i.e. SGPA (S}_i\text{)} = \sum_i (C_i \times G_i) / \sum_i (C_i)$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course in the given semester. Credit Point of a course is the value obtained by multiplying the credit (C_i) of the course by the grade point (G_i) of the course.

SGPA = $\frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$

Total credits in that semester

ILLUSTRATION – COMPUTATION OF SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
	Total	20			139
	SGPA				139/20 = 6.950

- The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

CGPA = $\frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (133)}}$

Total credits in six semesters (133)

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

CGPA = $\frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (177)}}$

Total credits in eight semesters (177)

Courses in Functional English

Programme	BA Functional English and Psychology (Double Major)				
Course Title	INTRODUCTION TO FUNCTIONAL ENGLISH				
Type of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Proficiency in English language and basic understanding of grammar, ensuring students are equipped to engage with communication, literary analysis, and media studies effectively.				
Course Summary	This introductory course provides an overview of the different major courses provided in the B.A Functional English programme. This course offers an interdisciplinary approach to English language and literature studies, focusing on the development of communication skills, phonetics, basic grammar, literary analysis, and media studies. Students will explore listening speaking skills, engage with representative literary texts and analyse media content.				

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe the importance of communication skills and identifies its specific purpose in diverse situations	Ap	F	Oral Presentation Listening and paraphrasing Group Presentation Written Test
CO2	Distinguish distinctive English speech sounds and identify the basic grammatical rules in writing and speaking.	Ap	P	Oral Presentation Written Test

CO3	Analyse various forms of media content and develop media writing skills.	An	P	Assignments Reading exercises Oral presentation Written tests
CO4	Evaluate literary works by exploring various literary genres, devices and narrative strategies.	E	M	Assignments Reading activities Seminar Presentations Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I		Communication Skills – Listening and Speaking	14	18
		Communication Principles for a Lifetime	2	
		Active listening strategies- Attention, understanding the cues and pronunciation, avoid judgement, feedback	2	
		Listening skills- Activities: Learn English through stories (https://www.cambridgeenglish.org/learning) 6 Minutes English (https://www.bbc.co.uk/learningenglish/english/features/6-minute-english) Let's Learn English (https://learningenglish.voanews.com/)	3	
		Basics of speaking: Vocabulary, Fluency, Body language, Feedback	2	
		Speaking activities: Presentations, Debates, Mock-interviews, Group presentations	3	
		Just-a-minute sessions and its strategies	2	

	<p>ACTIVITY:</p> <p>Provide students with audio recordings or spoken passages and ask them to summarize the main points or key information they heard.</p> <p>Give students a series of audio clips or spoken sentences and ask them to arrange them in the correct order.</p> <p>Role-plays, debates, story-telling etc</p>		
	<p>Core Text for Unit 1: “Communication Principles for a Lifetime” (pp. 50-56) from <i>Communication: Principles of a Lifetime</i> 8th Global edition by Steve A. Beebe, Susan J. Beebe, Diana K. Ivy. Pearson 2022.</p>		
II	Phonetics and Grammar	12	16
	Introduction to Phonemes	2	
	Vowels	2	
	Consonants	2	
	Diphthongs	2	
	Identifying the parts of speech	2	
	Identifying Tenses	2	
	<p>ACTIVITY:</p> <p>Provide the learners words to transcribe and pronounce it accordingly.</p> <p>Along with the theoretical aspects, give sentences and ask the learners to identify the different parts of speech and tense forms.</p> <p>Give jumbled sentences to arrange them in correct word order.</p> <p>Core Text for Units from 7 to 10: Syamala V. <i>A Textbook of English Phonetics and Structure for Indian Students</i>. Sharath Ganga Publications, 2010. (pp 46 – 63).</p>		
III	Reading Literatures	10	18
	“Sonnet 116”- Shakespeare (English literature)	2	
	“Still I Rise”- Maya Angelou (Gender)	2	
	<i>Karma</i> – Khushwant Singh (Indian)	2	
	“Thenvarikka” by Narayan (translation and Ecocriticism)	2	

	“Prayers” by Meena Kandasamy	2	
	<p>ACTIVITY:</p> <p>Introduce some signature texts from different literary periods and from different genres and allow the students to identify its features. Can be a group activity.</p> <p>Ask the learners to collect similar literary pieces from different genres.</p>		
IV	Media Studies	12	18
	Article writing	2	
	Blogs - Personal, Travel, Food, Health	2	
	An editorial/ an investigative report writing	2	
	Advertisement and its language	2	
	Sports news - writing techniques	2	
	<p>ACTIVITY:</p> <p>Provide different examples of contents in print, electronic and online media and ask the students to identify the types and its features</p> <p>Introduce students to various types of blogs and encourage them to identify and discuss on the difference in language and presentation of each.</p> <p>Analyse an editorial or a report, and present it in the class highlighting its features.</p> <p>Encourage students to choose some advertisements and make presentations analysing their language content.</p> <p>Students can be encouraged to write news articles connected to the sports events happening in their locality and present those in the class.</p> <p>Core Text: Hasan, Seema. <i>Mass Communication: Principles and Concepts</i>. CBS Publishers, 2010.</p> <p>https://www.hostinger.in/tutorials/blog-examples</p>		
V	Open Ended Module	12	
	Emerging paradigms in understanding human interaction and mediated communication.		

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO 5	PO6	PO7
CO 1	3	3	-	-	2	2	3	3	-	-	-	-	1
CO 2	3	-	-	-	1	1	3	1	-	-	-	-	-
CO 3	3	-	-	3	1	2	3	-	2	2	-	-	2
CO 4	3	-	3	-	-	3	3	-	-	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

References

- Thomson, Neil. *Communication and Language: A Handbook of Theory and Practice*. Palgrave Macmillan, 2003.
- Balasubramanian, T. *A Textbook of English Phonetics for Indian Students*. Macmillan, 1981.
- Syamala, V. *Effective English Communication for You*. Emerald Publishers, 2002
- Syamala V. *A Textbook of English Phonetics and Structure for Indian Students*. Sharath Ganga Publications, 2010.
- Hasan, Seema. *Mass Communication: Principles and Concepts*. CBS Publishers, 2010.
- Greenblatt, Stephen. *The Norton Anthology of English Literature*. W. W. Norton, 2018.
- Mays, Kelly J. *The Norton Introduction to Literature*. W. W. Norton, 2022.

Programme	BA Functional English and Psychology (Double Major)				
Course Title	ORAL COMMUNICATION PRACTICE				
Type of Course	Major				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic listening, speaking and comprehension skills in English and ability to engage in simple conversations				
Course Summary	<p>This course develops fluency in actual conversations and confidence to respond in English during situation where the use of English is imperative. The students would develop the speech skills necessary for confident and intelligent participation in group discussion and to make formal, perhaps extempore speeches in English. It imparts the skills related to teamwork and to take up team leader roles in society as well as in future workplace. On completion of the course, the students should have better speaking and listening skills. They shall be intelligible in their own speech and shall have acquired the listening skills to comprehend and adequately respond to the English spoken in different parts of the world.</p>				

COURSE OUTCOME

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a deep understanding of the communication process, its types, and key models, and enhance verbal and non-verbal communication skills.	Ap	F	Oral Presentation Listening and paraphrasing Group Presentation Written Test
CO2	Demonstrate effective communication in various situational contexts, through activities such as pair presentations, mock TV reading, and short skits.	Ap	P	Oral Presentation Group Presentations Speaking exercises

CO3	Build competence in formal communication settings, including seminar presentations, extempore speeches, and debates, with an emphasis on feedback and improvement.	Ap	P	Assignments Reading exercises Oral presentation Group work Written tests
CO4	Strengthen discussion and interaction skills through peer teaching, mock press conferences, group discussions, and other interactive activities.	Ap	M	Assignments Reading activities Seminar Presentations Written Test
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks (70)
I		Communication- theory	10	18
		Communication- Brief History of Human Communication-Meaning-Importance and Process	3	
		Characteristics of Communication-Objectives –Types of Communication- Verbal & Non-Verbal Communication	3	
		Models of Communication and Modelling: Linear Model & Transactional Model	2	
		Communication Competence.	2	

<p>ACTIVITY:</p> <p>Provide students with an audio recording or spoken passage on a particular topic. After listening, students must write a brief summary capturing the main ideas and key details they heard</p> <p>Play a series of audio clips or spoken sentences (such as a story, instructions, or an event timeline). After listening, students must arrange the clips in the correct order, based on the logical progression of the information presented.</p> <p>Role-playing scenarios, debate , story-telling etc</p> <p>Books for reference</p> <p>Thomson, Neil. <i>Communication and Language: A Handbook of Theory and Practice</i>. Palgrave Macmillan, 2003 (PP 1-34)</p> <p>Steinberg's. <i>Introduction to Communication Course book I</i>. New Delhi: Juta & Company, 2006.</p>			
II	Situational Conversation Practice		17
			16
<p>ACTIVITY:</p> <p>Organizing Activities in the Class as a planned programme involving students in compering, anchoring, event management etc. Team leaders and teams to be allotted specific duties in organising each activity as a full fledged programme with proper compering, a welcome speech, vote of thanks</p> <p>Core Texts : Taylor, Grant. <i>Situational Conversational Practise</i>. New Delhi: Tata Macgraw Hill, 1975. Sunitha K.S, Annie Pothan & Sumitha Joy.</p> <p><i>Communication Skills English Conversation Practice: A Practice Guide to Improve Conversation Skills</i>. New Delhi: Sterling Publishers 2006.</p>			
III	Communication for Specific Purposes (Formal)		18
	<p>Seminar</p> <p>a) Pair presentation.</p> <p>b) Single presentation.</p> <p>c) Question answer sessions- feed back after each seminar.</p> <p>(Duration- 5 minutes)</p>		18

	Read aloud sessions a) Mock TV news Reading. b) Recitation of a poem/ Introducing a writer/ Reading a story or article with expression. c) Enacting of different scenes from any of the Shakespearean Plays d) Preparing and presenting short skits of social relevance.		
	Delivery of Formal prepared Speech a) Extempore b) Debates		
	<p>Books for reference</p> <p>Kennedy, Chris and Rod Bolitho. <i>English for Specific Purpose</i>. London : Macmillan, 1984 (PP 1-24) Gaber,Don.<i>How to Start a Conversation and Make Friends</i>. New Delhi: Sudha Publication. 1994.</p> <p>Rogers, Natalie.<i>How To Speak Without Fear</i>. London:Wardrock Ltd.1984)</p>		
IV	Developing Discussion Skills	18	18
	Specific Activities		
	Peer Teaching		
	Mock Press Conference (Mock Interview with one student as a famous personality, being interviewed by the whole class as members of the press)		
	Group Discussion- Theory and Practice (Controlled, guided, free)		
	Cookery Demonstration/ Sports Commentary		
V	Open-ended Module		
	Provide students with several situational real-life scenarios for oral communication practice that can be used in the course to simulate real-world communication challenges	12	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the

fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO 5	PO6	PO7
CO 1	3	3	-	-	2	2	3	3	-	-	-	-	1
CO 2	3	-	-	-	1	1	3	1	-	-	-	-	-
CO 3	3	-	-	3	1	2	3	-	2	2	-	-	2
CO 4	3	-	3	-	-	3	3	-	-	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓

CO 3	✓	✓		✓
CO 4	✓	✓		✓

Programme	BA Functional English and Psychology (Double Major)				
Course Title	VOCABULARY IN USE				
Type of Course	MDC				
Semester	I				
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 grammar and syntax of English language.				
Course Summary	<p>This multi-disciplinary course is designed to enhance the vocabulary skills of undergraduate students. The course focuses on practical and functional aspects of vocabulary, emphasizing its application in real-life contexts such as academic writing, professional communication, and everyday conversation. Through a variety of activities, students will develop a rich and nuanced vocabulary that will contribute to their overall language proficiency.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category	Evaluation Tools used
CO1	Identify new words and phrases	U	F	Vocabulary quizzes
CO2	Use newly acquired vocabulary appropriately in various contexts.	Ap	P	Assignment Written Test
CO3	Use various resources such as dictionaries, online tools, and authentic materials to expand their vocabulary.	Ap	P	Vocabulary Quizzes and games

CO4	Infer the meaning of words based on context clues, including surrounding words, phrases, and sentences.	An	C	Vocabulary quizzes Reading comprehension assessments Written Test
CO5	Analyze the morphological structure of words, facilitating deeper comprehension and retention of vocabulary.	An	C	Word breakdown exercises Written Test
* - 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 (36 +9)	Marks (50)
I	Foundations of Vocabulary Development		12	12
	1	Importance of vocabulary in language proficiency	2	
	2	Techniques for effective vocabulary acquisition- contextual learning, mnemonic devices, and vocabulary mapping	2	
	3	Introduction to word families and root words, high frequency words	2	
	4	Prefixes and Suffixes	3	
	5	Collocations	3	
		<i>Activity</i> <ul style="list-style-type: none"> ● <i>Students may be asked to compile lists of words with common prefixes and suffixes, along with their meanings and example sentences.</i> ● <i>Students may be provided with sentences/phrases with missing words and a list of matching collocations.</i> 		
		References: McCarthy, Michael and Felicity O' Dell. <i>English Vocabulary in Use Intermediate</i> . Cambridge, 1994. https://www.oxfordlearnersdictionaries.com/about/oxford3000 https://www.wordreference.com/englishcollocations/ https://www.english-grammar.at/online_exercises/prefixes-suffixes/		
II	Expressions and Fluency		10	14

	6	Descriptive Vocabulary- describing people, places, objects, and emotions using adjectives and adverbs.	2	
	7	Vocabulary in context through materials such as articles, podcasts, and videos.	3	
	8	Active and passive vocabulary	1	
	9	Homonyms, Homophones and Homographs	1	
	10	Onomatopoeic words	1	
	11	Compound words, Portmanteau words	2	
		<i>Activity</i> <ul style="list-style-type: none"> ● <i>Vocabulary quiz based on contextual understanding</i> ● <i>Articles from newspapers can be analysed for new vocabulary.</i> ● <i>Maintain a vocabulary journal documenting new words/phrases encountered in articles, podcasts, and videos and lists of words from unit 8-11</i> 		
		<i>References</i> https://www.vocabulary.com/ https://learnenglishteens.britishcouncil.org/vocabulary/a1-a2-vocabulary/		
III	Vocabulary Proficiency		7	28
	13	Synonyms and Antonyms	3	
	14	Idioms and Phrasal verbs	3	
	15	Using a Thesaurus and a Dictionary	1	
		<i>Activity</i> <ul style="list-style-type: none"> ● <i>Provide comprehension passages and worksheets with questions related to synonyms, antonyms, idioms and phrasal verbs within the passages.</i> ● <i>Brainstorming of synonyms, synonym matching exercises can be done.</i> ● <i>Students should navigate a dictionary effectively and extract relevant information about words, their etymology, including synonyms and antonyms.</i> ● <i>Students should refer a thesaurus to find synonyms and antonyms for atleast 10 words.</i> 		

		<i>References</i> Oxford English Dictionary, Oxford University Press, 2020. Roget, Peter Mark. <i>Roget's International Thesaurus</i> , HarperCollins, 2019. https://www.wordhippo.com/ https://www.vocabulary.com/ https://www.englishclub.com/vocabulary/		
IV	Vocabulary Expansion in the Digital Age		7	16
	16	Introduction to online dictionaries, thesauruses, and vocabulary-building apps	2	
	17	Multimedia resources -videos, podcasts, infographics- for vocabulary enhancement	2	
	18	Automated vocabulary quizzes and self-assessment tools	2	
	19	Digital reading platforms for vocabulary development	1	
		<i>Activity</i> <i>The students need to use the links provided below and practice exercises.</i> https://www.youtube.com/watch?v=PgQoYNBKtII https://www.ldoceonline.com/quiz/ https://www.oxfordonlineenglish.com/english-level-test/vocabulary		
		<i>References:</i> https://www.bbc.co.uk/programmes/p02pc9xz/episodes https://www.oxfordlearnersdictionaries.com/ https://www.thesaurus.com/		
V	Open Ended Module		9	

	1	<ul style="list-style-type: none"> ● Students may be encouraged to take part in spell bee competitions ● Preparation of a vocabulary book including new words collected from daily newspapers. 		
		<p>Suggested Readings</p> <p>Carnog, Mary W. <i>Merriam-Webster's Vocabulary Builder</i>. Merriam-Webster Mass Market, 2010.</p> <p>Lele Chris. <i>Vocabulary Builder Workbook</i>. Zephyros Pr, 2018.</p> <p>Sethi, J. Standard English and Indian Usage: <i>Vocabulary and Grammar</i>. PHI Learning Pvt. Ltd., 2011.</p> <p>Vennakkadan, Abdul. <i>Rich Vocabulary: Through Motivational Stories</i>. Book Plus, 2024.</p>		

Note: The course is divided into five modules, with four having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the open-ended module (5marks) and the fixed modules (20 marks). The final exam, however, covers only the 19 units from the fixed modules.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	-	-	-	-	2	-	-	-	-	1	-	-	-
CO 4	2	-	-	-	-	-	2	-	-	-	-	-	-
CO5	3	-	-	-	-	-	2	-	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment- 25 Marks

- Written Test 10
- Worksheets 5
- Presentations 5
- Vocabulary Games 5

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Programme	BA Functional English and Psychology (Double Major)				
Course Title	FUNDAMENTALS OF GRAMMAR AND USAGE				
Type of Course	Major				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of English language structures and vocabulary				
Course Summary	<p>This course is designed to provide students a comprehensive understanding of the fundamental concepts of English grammar. Through a series of engaging modules, students will learn about the basic components of sentences, including parts of speech, sentence structure, verb tenses, punctuation, and capitalization. By the end of the course, students will have developed essential skills in grammar, enabling them to communicate effectively in both written and spoken English.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic structure of language	U	C	Task Completion Oral Presentation In-class discussion Written Test
CO2	Apply knowledge of grammar concepts to construct grammatically correct sentences	Ap	P	Listening and Reading Tasks Presentation Role-playing / Activity Assessment Written Test

CO3	Analyse the structure of sentences to understand their components	An	P	Writing Assignments Seminar Presentation In-class discussion Peer Assessment
CO4	Evaluate written work for grammar, punctuation, and capitalization errors	E	P	Interactive Tasks Debates and discussion Written Test
* - 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	Mark
I		Module 1: Parts of Speech	11	15
	1	Nouns and Pronouns	3	
	2	Verbs and Adjectives	3	
	3	Adverbs and Prepositions	2	
	4	Conjunctions and Interjections	2	
	5	Articles	1	

		<p>Suggested Activities</p> <ul style="list-style-type: none"> Identify and classify nouns and pronouns in sentences provided Group activity: Create sentences using different types of nouns and pronouns Pronoun Personas: Each student selects a fictional character or historical figure. They write a short paragraph describing their chosen character using pronouns instead of their name. Classmates guess the character based on the description: Preposition Hunt: Students are given a list of prepositions and must find objects in the classroom that match each preposition In groups, students take turns adding sentences to create a collaborative story. Each sentence must be connected using a conjunction Grammar Olympics: Students compete in teams to complete a series of grammar challenges, including identifying parts of speech, correcting sentences, and creating grammatically correct sentences under time constraints. Article identification, sorting and Quiz- peer evaluation <p>Core Text Raymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013 Raymond Murphy English Grammar Essentials</p>		
II	Sentence Structure and Types		8	15
	5	Sentence Patterns	2	

	6	Sentence Varieties (Based on Sense)	2	
	7	Sentence Varieties (Based on Structure)	3	
	8	Sentence Mastery(Conversion)	2	
		<ul style="list-style-type: none"> • Sentence Sort: Students are given a mix of sentences and must categorize them into the four types. They then discuss their categorizations as a class. • Identify Sentence Types • Sentence Construction Challenge: Students are given prompts and must construct sentences of different types and structures. They then share their sentences with the class and explain their choices <p>Core reading: English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013 Raymond Murphy English Grammar Essentials</p>		
III	Verb: Tenses and Agreement		16	20
	9	Irregular and regular forms of the Verbs	1	
	10	Present Tense (Simple & Continuous)	2	
	11	Present Tense (Perfect & Perfect Continuous)	2	
	12	Past Tense (Simple & Continuous)	2	
	13	Past Tense (Perfect & Perfect Continuous)	2	
	14	Future time Expressions	2	
	15	Subject verb Agreement	2	
	16	Tag Questions	1	
	17	Passive and active voice	2	

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Tense Identification - Students are given sentences and must identify the tense of the verb in each sentence. They then discuss their answers in pairs or small groups • Verb Tense Timeline - Students create a timeline on the board or on paper representing different points in time (past, present, future). They then write example sentences for each tense on the timeline. • Sentence Completion Students complete sentences using tense forms based on given prompts or situations. • Story Writing - In pairs or small groups, students create short stories using past tense/Past Perfect Tense forms of verbs. They then share their stories with the class. • Future Tense Prediction Game - Students predict what will happen in the future based on given scenarios. They then write sentences using future tense verbs to describe their predictions • Verb Tense Challenge - Students work individually or in pairs to complete a set of challenging exercises that include sentences with mixed verb tenses. They then check their answers and discuss any discrepancies as a class. <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials</p> <p>English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
IV	Mastering Grammar in Practice		13	20
	17	Direct and Indirect Speech	3	
	18	Phrasal Verbs and Idioms	3	
	19	Common Grammatical Errors	2	
	20	Punctuation Mastery	2	
	21	Understanding Clauses	3	

		<ul style="list-style-type: none"> • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Dialogue Rewrites: Provide learners with short dialogues in direct speech and ask them to rewrite them in indirect speech. Start with simple conversations and gradually increase the complexity. • Writing Exercises: Assign writing tasks where students create their own dialogues or narratives using both direct and indirect speech. Encourage creativity while emphasizing correct grammar and punctuation. • Punctuation Practice Worksheets: Provide worksheets with sentences missing appropriate punctuation marks. Ask students to identify and correctly punctuate the sentences. Start with basic punctuation marks such as periods, commas, question marks, and exclamation points, and gradually introduce more complex punctuation like semicolons, colons, and quotation marks. • Editing Practice: Give students passages or paragraphs containing punctuation errors and ask them to correct the mistakes. This activity encourages careful proofreading and attention to detail. • Punctuation Story: Provide students with a short passage or story without any punctuation • Group Activity: Identifying, sorting, combining, creating and converting Clauses • Group Activity: Finding out the phrasal verbs /idioms from given piece of writing • Finding out the meaning using a dictionary • Phrasal Verb & Idiom Match-Up • Making short stories using phrasal verbs/idioms <p>Core reading:</p> <p>Raymond Murphy English Grammar Essentials English Language and Communication Skills by Sanjay Kumar and Pushp Lata Oxford University Press 2013</p>		
V	Open Ended Module:		12	
		Suggestions : More opportunities can be given to the students practice grammar and sentence Structures	12	

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO7
CO 1	3	2	-	2	-	-	3	2	1	-	-	-	-
CO 2	2	3	1	1	-	-	-	-		-2	3	-	
CO 3	2		2	-	3	3		-	3	-	-	-	-
CO 4	-	-	3		2	-	-	-	3	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Core Reading:

Sanjay Kumar and Pushp Lata English Language and Communication Skills ,Oxford University Press2013

Raymond Murphy English Grammar Essentials

Raymond Murphy. English Grammar in Use, Third Edition, Cambridge University Press,2004

_ Spoken and Written English Grammar and Usage-Cambridge University Press (2006)

Suggested Reading

Geoff Barton - Grammar in Context Students' Book-OUP Oxford (1999)

Robin Torres- Gouzerh *Intermediate English Grammar for ESL Learners* Second Edition

Leech, G. and Svartick, Jan. *A Communicative Grammar of English*. Routledge,2013.

Accompanied by: (Woods, Edward and Copieters, R. *The Communicative Grammar of English Workbook*).

Rinvoluceri, Mario. *Grammar Games*. Cambridge University Press, 1991

Ronald Carter_ Michael McCarthy - Cambridge Grammar of English_ A Comprehensive Guide.

Rinvoluceri, Mario, and Paul Davis. *More Grammar Games Cognitive, Affective and Movement Activities for EFL Students*. Cambridge University Press, 2010.

Azar, Betty Schramper, and Stacey A. Hagen. *Understanding and Using English Grammar: With Answer Key*. Pearson/Longman, 2009.

Hewings, Martin. *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English*. Cambridge University Press, 2015.

Jones, Rodney H., and Graham Lock. *Functional Grammar in the ESL Classroom: Noticing, Exploring and Practising*. Palgrave Macmillan, 2011.

Zaorob, Maria Lucia, and Elizabeth Chin. *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities*. Cambridge Univ. Press, 2007.

Online Resources:

<https://learnenglish.britishcouncil.org/grammar>

<https://www.bbc.co.uk/learningenglish/>

[LearnEnglish Teens](#)

[Duolingo](#)

<https://learningenglish.voanews.com/>

[ESL Lab](#)

<https://breakingnewsenglish.com/>

[Speaking | Learn English](#)

<http://www.manythings.org/e/listening.html>

Programme	BA Functional English and Psychology (Double Major)				
Course Title	PUBLIC SPEAKING AND DEBATING SKILLS				
Type of Course	MDC				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	1. Familiarity with basic concepts of communication				
Course Summary	This course enhances students' public speaking and debating skills, providing them with the knowledge and practical experience needed to communicate effectively in various settings. Through a combination of theoretical understanding, hands-on activities, and real-world applications, students will develop the confidence and competence required for successful public speaking and debating.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Recognise the basic concepts of effective communication.	R	F	Instructor-created exams / Quiz
CO2	Explain Public Speaking Techniques and Fundamentals of Debate	U	C	Assignment / Written tests
CO3	Demonstrate proficiency in Public Speaking and Debating	Ap	P	Oral presentations/ Group Tutorial Work
CO4	Analyse different speech and debate formats gaining insights into selecting the most appropriate format for specific communication goals	An	C	Instructor-created exams / Practical Assignments
CO5	Evaluate diverse perspectives and communication styles	E	C	In-class discussions/Written tests/Self and peer Assessments
CO6	Create compelling and persuasive arguments and effectively deliver them in public speaking and debating settings.	C	P	Observation of practical skills
* - 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	Marks
I	Foundations of Effective Communication		6	5
	1	Introduction to Communication- Meaning, concept and process of communication	2	
	2	Characteristics of effective communication	2	
	3	Verbal, non-verbal and visual communication basics	1	
		Activities: Conduct communication skill workshops focussing on effective communication through interactive activities, group discussions and feedback sessions.		
		References: 1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i> . Oxford University Press, 2015. pp (1-3, 10-11). 2. Lucas, Stephen E. <i>The Art of Public Speaking</i> . McGraw Hill. 2020. pp (17-21).		
II	Communication Barriers		5	5
	4	Common communication barriers	1	
	5	Overcoming Communication Barriers	2	
	6	Communication Techniques	1	
	7	Adapting to different audiences.	1	
		Activities: Communication barrier case studies. Analyse the cases and propose strategies for overcoming the specific communication challenges presented. Assertion and confidence-building workshops		

		<p>References:</p> <ol style="list-style-type: none"> 1. Kumar, Sanjay, and Lata, Pushp. <i>Communication Skills</i>. Oxford University Press, 2015. pp (13-17). 2. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. pp (94-110). 3. Communication barriers: https://www.youtube.com/watch?v=jsl468Hwr4o 4. Communication techniques: Overcoming Communication Barriers https://www.youtube.com/watch?v=HAnw168huqA 		
III	Mastering Public Speaking Techniques		15	20
	8	Introduction to Public Speaking	2	
	9	Ethics in Public Speaking	2	
	10	Speeches: Informative, persuasive, and online speeches	3	
	11	Speaking on Special Occasions	3	
	12	Organising and outlining	2	
	13	Delivering the speech	3	
		<p>Activities:</p> <p>Analysing famous speeches based on the topics discussed in the module. Crafting and delivering short speeches. Reflection on speaking experiences can also be given by peers.</p>		
		<p>References:</p> <ol style="list-style-type: none"> 1. Lucas, Stephen E. <i>The Art of Public Speaking</i>. McGraw Hill. 2020. 2. Public speaking: https://www.youtube.com/watch?v=i5mYphUoOCs 3. I Have a Dream https://www.youtube.com/watch?v=vP4iY1TtS3s 4. Emma Watson on gender equality https://www.youtube.com/watch?v=nIwU-9ZTTJc 		
IV	Debating Skills and Logical Reasoning		10	20
	14	Introduction to Debate	1	
	15	The Debate Process- Resolution/Proposition, Affirmatives and Negatives	2	
	16	Organising the speeches	3	

	17	Speakers' duties	2	
	18	Language and delivery	2	
		Activities: In-depth analysis of a debate video. Participation in a mini-debating tournament		
		References: 1. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate". March 2006. https://www.scribd.com/document/573325830/228567016 2. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner <i>The Debater's Guide</i> Third Edition Southern Illinois University Press Carbondale. pp (87-112). 3. Debating skills: link to the sample video to be analysed https://www.youtube.com/watch?v=J8-hqlvdU_E		
V	Open Ended Module: Applied Oratory and Debate		9	
	1	Debate Portfolio, debating and public speaking clubs, role-playing scenarios, peer evaluation system of performances, workshops or training programs		

Note: The course is divided into five modules, with four having a total of 18 fixed units and one open-ended module with a variable number of units. There are a total of 36 instructional hours for the fixed modules and 9 hours for the open-ended ones. 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 18 units from the fixed modules.

Core Reading

1. Kumar, Sanjay, and Lata, Pushp. *Communication Skills*. Oxford University Press, 2015.
2. Lucas, Stephen E. *The Art of Public Speaking*. McGraw Hill, 2020.
3. Luckett W. Joseph. "Basic Concepts for Teaching and Learning Debate". March 2006.
<https://www.scribd.com/document/573325830/228567016>
4. Jon M. Ericson, James J. Murphy, and Raymond Bud Zeuschner. *The Debater's Guide*. Third Edition

Suggested Reading

1. Rainbolt, George W. *Critical Thinking: The Art of Argument*. Oxford University Press, 2015.
2. Hanson, J. *NTC's Dictionary of Debate*. National Text Book Company. 1990.
3. Lubetsky, M., Le Beau, C & Harrington, D. *Discover Debate*. Language Solutions, Inc. 2000.
4. SwargiaryKhritish, and Kavita Roy. *Communication and Public Speaking*. Lap Lambert Academic Publishing. 2022.

Mapping of COs with PSOs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	-	-	-	-	-	3	-	-	-	-	-	-
CO 3	-	3	3	-	-	3	-	-	3	-	-	-	-
CO 4	3	-	-	-	-	-	-	-	-	-	3	-	-
CO 5	-	-	-	-	3	-	-	-	-	-	2	-	-
CO 6	-	-	3	-	-	-	-	3	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Speech presentation 5
- Debate participation 5
- Seminar/ Assignment 5
- Midterm Exam 10
- Final Exam 50

Mapping of COs to Assessment Rubrics:

	Viva voce/ Written Exam	Seminar/ Assignment	Observation of practical skills	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3		✓	✓	
CO 4		✓		✓
CO 5		✓		✓
CO 6			✓	

Programme	BA Functional English and Psychology (Double Major)				
Course Title	TECHNIQUES OF WRITING				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	This course offers a comprehensive exploration of the major forms of writing, focusing on developing skills in academic writing and creative writing.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the basic principles writing	U	C	<ul style="list-style-type: none"> • Assignments • Seminar • Class presentations
CO2	Draft well organized essays with clear arguments and appropriate citations.	Ap	P	<ul style="list-style-type: none"> • Home Assignments • Portfolios
CO3	Create original and engaging content	C	P	<ul style="list-style-type: none"> • Classroom presentation
CO4	Critically analyzing writing techniques across different genres	Ap	P	<ul style="list-style-type: none"> • Portfolios • Self-evaluation
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks (70)
I	Basics of Creative Writing		10	20
	1	Introduction to creative writing	02	
	2	Writing as an art-Defamiliarization- imagination- words as images	02	
	3	Reading as a Writer (Burroway pg3-4)	02	
	4	Publication	02	
	5	Plagiarism and intellectual property rights.	02	
		<i>Activities:</i> <ul style="list-style-type: none"> • <i>Rewriting a famous story or a fairy tale creatively from a new perspective or with an unexpected twist.</i> • <i>Students are asked to write a poem or story about any random object around them and present it in front of the class.</i> 		
II	Essentials of Creative Writing		12	20
	6	Writing Poetry: analyzing elements of poetry: figures of speech-diction-rhythm and verse forms major poetic forms with examples	04	
	7	Writing Fiction: analyzing elements of fiction – different genres and types – narrations and techniques/ points of view- introducing a character.	04	
	8	Writing Drama: analyzing components of drama-mechanics of writing dialogues- basic divisions screenplays-components of travelogues and memoirs	04	
		<i>Activities:</i> <ul style="list-style-type: none"> • <i>Write a story in under 500 words, focusing on a central theme, character or conflict.</i> • <i>Write a short dialogue between two characters with conflicting goals, using only conversation to develop the plot.</i> • <i>Students can choose an everyday object and write a poem from its point of view.</i> 		

III	Basics of Academic Writing		14	15
	09	Characteristics of academic writing	03	
	10	Stages of the writing process (Planning-Pre-writing-Drafting-Revising-Editing -Formatting-Publishing)	02	
	11	Academic vocabulary and grammar for academic writing (common mistakes related to tenses & punctuations)	03	
	12	AI assisted tools for editing/proofreading (Grammarly/writer/Quill Bot Chat GPT and Gemini etc)	03	
		Activity: 1. Students are divided into groups and each group is assigned a topic on which they write a paragraph. The teacher discusses the paragraph of each group and makes corrective or appreciative observations. 2. Students are divided into groups and each group is assigned a topic on which they write an essay. The teacher analyses the written text in the light of the features of academic writing and rates the answers.	03	
IV		Essentials of Academic Writing	14	15
	14	Structure of a well-knit paragraph	02	
	15	Types of essays- (descriptive, analytical, compare and contrast, cause and effect)	02	
	16	Transition words and linkers in academic writing	02	
	17	Writing the thesis statement	02	
	18	Conducting effective research	03	
	19	Citation and Refencing Plagiarism and Publishing	03	

		Activities: <ul style="list-style-type: none"> • Draft an essay organizing the main points and evidence. • Write a thesis statement for a given topic. • Create citations from a list of sources. 		
V		Open Ended Module	10	
		<ul style="list-style-type: none"> • Writing paragraphs on any given topic. • Writing essays on any given topic. • Using Citation Management Software (Zotero, Mendeley) • Practising how to use Plagiarism Detection Tools. • Using software like Grammarly/Quillbot for language correction/improvement. 		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	1	-	-	-	-	-	-
CO 2	1	1	-	3	3	2	1	-	2	3	1	-	1
CO 3	1	1	3	1	-	2	1	-	-	2	-	2	1
CO 4	1	1	-	1	3	2	-	2	-	3	2	-	-

Correlation Levels:

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

▪ Mapping of COs to Assessment Rubrics:

	Portfolio	Seminar	Assignment	Video presentation	End Semester Examinations
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CO 1		✓	✓		✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓

Core Reading

1. *An Introduction to the Study of Literature* - Hudson
2. *The Routledge Creative Writing Coursebook* Paul Mills
3. *The Oxford Essential Guide to Writing* -Thomas S Kane
3. Renu Gupta : *A Course in Academic Writing* (Orient Black Swan)
4. Burroway, Janet. *Imaginative Writing: The Elements of the Craft* (4th Ed). Pearson, 2015.

Programme	BA Functional English and Psychology (Double Major)				
Course Title	INTRODUCTION TO JOURNALISM				
Type of Course	Major				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic writing skills				
Course Summary	This paper aims to impart understanding in basic concepts of Journalism and equip the students with the knowledge and skills necessary for pursuing a career in Media. The course also helps the students have a critical perspective on contemporary journalism.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate an understanding of the basic principles of Journalism	U	C	<ul style="list-style-type: none"> • Assignments • Seminar • Class presentations
CO2	Draft, edit and produce news reports according to the kind of media.	Ap	P	<ul style="list-style-type: none"> • Home Assignments • Portfolios
CO3	Critically evaluate news stories and sources	E	P	<ul style="list-style-type: none"> • Role play performance • Self-evaluation
CO4	Create news stories for different media using various techniques	C	P	<ul style="list-style-type: none"> • Video production • Portfolios
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	M ar ks (7 0)
I	Introduction to Journalism		12	20
	1	Brief history of Journalism	02	
	2	Basic Aspects of media: Data Collection- Reporting- Writing- Editing- Printing/Production	02	
	3	Breelance Journalism	02	
	4	Role of Media in society,	02	
	5	Ethics in journalism- Democracy – Access	02	
	6	Data and source Verification	02	
		<i>Activities:</i> <ul style="list-style-type: none"> • Present seminars on various aspects of media • Group work: Choose a freelance journalist and present before the class his/her, the impact their stories had in the society • From a given set of news reports or articles fact check and identify fake news and present the case in front of the class. 		
II	Print Journalism		14	20
	7	Types of stories- Narrative journalism, feature, news, Op-ed	03	
	8	News Collection, interviews, reporting, News writing	04	
	9	Editing, designing the page - Newspaper, Magazine	03	
	10	Proofreading	02	
	11	Print production and distribution	02	

		<i>Activities:</i> <ul style="list-style-type: none"> • <i>Work in pairs and collect different types of news stories and present in class.</i> • <i>Write a news story and rewrite it in different ways for different media. It can be individual or group work.</i> • <i>Do a team role play of a news desk at a newspaper including covering news, making a report, editing, proofreading and finally printing the frontpage.</i> 		
III	Photojournalism		10	15
	12	Basic concepts of photography	02	
	13	News Photography	02	
	14	Documentary photography	02	
	15	Online Photojournalism	02	
	16	Ethics, privacy	02	
IV	Visual Journalism		12	15
	17	Scripting, shooting- visual narration	03	
	18	Video editing- sequencing of shots, effects – Graphics	03	
	19	Video Production and distribution	03	
	20	Video journalism	03	
		<i>Activities:</i> <ul style="list-style-type: none"> • <i>Form groups and collect different videos with different editing effects and quiz each other</i> • <i>Work in groups and produce a video of 2-5 minutes using mobile phones or cameras narrating a story and write down the different narrative and editing techniques used.</i> 		
V	Online Journalism		12	
		This module may contain exercises and activities for developing skills in online media journalism		

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	1	-	-	-	-	-	-
CO 2	1	1	-	3	3	2	1	-	2	3	1	-	1
CO 3	1	1	3	1	-	2	1	-	-	2	-	2	1
CO 4	1	1	-	1	3	2	-	2	-	3	2	-	-

Correlation Levels:

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

Mapping of COs to Assessment Rubric

	Portfolio	Seminar	Assignment	Video presentation	End Semester Examinations
CO 1		✓	✓		✓
CO 2	✓	✓	✓		✓
CO 3	✓	✓		✓	✓
CO 4	✓			✓	✓

Core reading:

Kobre, Kenneth. *Videojournalism: MultimediaStorytelling*. Bocal Press: China, 2012. Print.

Nyiro Andras. *21 Century Journalism: A Practical Guide* . Shrivastava, K.M. *Introduction to*

Journalism.

Tim Belle, John Mair and Damian Radcliffe, *Data Journalism: Inside the Global Future*, Abrams, 2015.

Keval J. Kumar, *Mass Communication in India*. 4th edition, Ahmedabad: Jaico Publishing House. 2011

Margaret H. DeBleur and Melvin Defleur. *Mass Communication Theories: Explaining Origins, Processes, and Effects*, New York: Routledge. 2009

Malhan, Sangita Menon. *The TOI Story- How a Newspaper Changed the Rules of the Game*. Harper Collins Publishers, India. 2013

Programme	BA Functional English and Psychology (Double Major)				
Course Title	LITERATURES IN TRANSLATION				
Type of Course	VAC				
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	Language Proficiency Literary Appreciation				
Course Summary	This course offers a study of the selected regional and world literatures in English translation, the cultural politics within translation, and the socio- cultural, historical and political significance of the texts in translation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the great linguistic and literary diversity across the globe	R	C	<ul style="list-style-type: none"> Group Discussion
CO2	Define and discuss the unique cultural experience in translation	U	C	<ul style="list-style-type: none"> Prepare an Anthology
CO3	Understand the socio-cultural, political and historical context of the texts in translation	Ap	AC&M	<ul style="list-style-type: none"> Prepare a Glossary
CO4	Critically analyze the strategies used in translations	An	P	<ul style="list-style-type: none"> Assignments Drama Performance

C05	Assess the effectiveness of translations	E	P	<ul style="list-style-type: none"> Oral/written test/Seminars
CO6	Compare different translations of the same text	E	P&M	<ul style="list-style-type: none"> Interview/workshops
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs(45)	Marks (50)
I	Short Stories		14	18
	1	The Roc Flew Over Shahraban - Samira Azzam translated by Ranya Abdelrahman(Palestinian)	02	
	2	A Christmas Tree and a Wedding - Fyodor Dostoyevsky (Russian) 3	03	
	3	A Strange Encounter - Mo Yan (Chinese) 2	02	
	4	The Elephant Vanishes – Murakami Haruki(Japanese)	03	
	5	Cock Fight - Amin Kamil translated by Neerja Maitra (Kashmiri)	02	
	6	Steps Astray - Rania Mamoun translated by Elisabeth Jaquette (Sudanese)	02	
		<i>Activities:</i> <ul style="list-style-type: none"> Discuss the socio-political and historical and cultural significance of the giventexts for study in groups and prepare a note and present it in class. 		
II	Poetry		11	12
	7	The Land of The Half-Humans - ThangjamIbopishak Singh (Manipuri)	02	
	8	Ambalavan Pokkanai Street, May 2009 – Nillanthan (Sreelankan)	02	
	9	Bhagavathykunjamma's Bharatanatyam (Malayalam) - K.AyappaPaniker	01	

	10	An Ode to the Freedom– Shamsur Rahman translated by Syed M. Islam (Bangla)	02	
	11	An Ode to the Freedom– Shamsur Rahman translated by Syed M. Islam (Bangla)	01	
	12	Letter to al-Mutanabbi–Sinan Antoon (Arab)	01	
	13	The Red Poster -Louis Aragon (French) translated by A. S. Kline 1	01	
	14	Street Dog - Amrita Pritam (Punjabi)	01	
		<i>Activities:</i> <i>Identity cultural nuances in the poems selected for study and find out more poems from regional and world literatures in translation and prepare an anthology of poems.</i>		
		<ol style="list-style-type: none"> 1. https://www.poetryinternational.com/en/poets-poems/poems/poem/103-6318_THE-LAND-OF-THE-HALF-HUMANS 2. https://www.poetrytranslation.org/poems/ambalavan-pokkai-street-may-2009 3. https://www.poetrynook.com/poem/bhagavathykunjammas-bharatanatyam 4. https://www.poemhunter.com/shamsur-rahman/ebooks/?ebook=0&filename=shamsur_rahman_2012_8.pdf 5. Sahelyhttps://www.poetrytranslation.org/poems/mother-africa 6. https://poets.org/poem/letter-al-mutanabbi 7. https://www.poetsofmodernity.xyz/POMBR/French/SelectedFrenchPoemsoftheTwentiethCentury.php 8. https://www.poetryfoundation.org/poetrymagazine/poems/49799/street-dog 		

III		Fiction	06	10
	15	Those Days - Sunil Gangopadhyay (Bengali) translated by Aruna Chakravorty–An Overview of socio-political and historical context of 19th Century Bengal	02	
	16	Vanmam (Vendetta)- Bama Translated by Malini Seshadri–Discuss the caste discrimination, language, gender and Dalit identity	02	
	17	Pathumma's Goat - Vaikom Muhammed Basheer translated by R. E. Asher–Language, Culture, and autobiographical elements	02	
		Activity: Prepare a glossary of culturally specific terms identified in translation		
		Core reading: 1. Gangopadhyay, Sunil. Those Days. Trans. Aruna Chakravorty. Penguin Random House, 2000. 2. Bama. Vanmam (Vendetta). Trans. Malini Seshadri. OUP, 2008. 3. Basheer, Vaikkam Muhammed. Pathumma's Goat. translated by R. E. Asher, Edinburgh U P, 1980.		
IV		Drama	05	10
	18	Accidental Death of an Anarchist - Dario Fo(Act 1) Italian	3	
	19	Beyond the Land of Hattamala - Badal SarkarTranslated by Suchanda Sarkar (Bengali)- Third Theatre,the play as a satire on contemporary society	2	
		ACTIVITY: Enact selected scenes from the plays and discuss the playability of the texts intranslation		
		Core Reading: 1. Fo, Dario. Accidental Death of an Anarchist. Translated by Ed Emery, Methuen, 1988. 2. Sarkar, Badal. Beyond the Land of Hattamala. Translated by Suchanda Sarkar, Seagull Books, 2003.		
V		Open Ended Module:	09	

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	1	3	-	-	2	2	-	2	-	1	1	-
CO 2	1	1	3	-	-	1	3	1	1	-	-	1	-
CO 3	-	-	3	-	-	1	3	-	-	-	-	1	-
CO 4	2	-	3	-	-	1	3	1	1	-	-	1	-
CO 5	-	1	2	-	-	1	2	1	1	1	1	1	-
CO 6	2	1	1	-	-	2	2	-	1	-	1	1	-

Correlation Levels:

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

Assessment Rubrics:

Final Exam- 50 marks

InternalAssessment- 25 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	•	•	•	•
CO2	•	•	•	•
CO3	•	•	•	•
CO4	•	•	•	•
CO5	•	•	•	•
CO6		•	•	

Programme	BA Functional English and Psychology (Double Major)				
Course Title	GENEALOGY OF BRITISH LITERATURE				
Type of Course	Major				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	A passion to read, write and critically analyse literary texts.				
Course Summary	This course offers a comprehensive exploration of English literature from the Chaucerian era to the Postmodernist Era. Emphasizing critical understanding and analysis, students will engage with literary texts identifying and analysing aesthetic richness, semantic properties, and cultural nuances of language.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	comprehensive understanding of major literary periods and movements from the Chaucerian era to the Romantic era.	U	C	Instructor-created exams / Quiz
CO2	Analyse and interpret texts from various literary genres with a focus on aesthetic richness, semantic properties, and cultural nuances.	U	C	Writing reflective journals

CO3	Develop critical thinking skills through close analysis of literary techniques, themes, and the historical context of works studied.	An	C	Design and conduct interviews or surveys/ Practical Assignment / Observation of Practical Skills
C04	Develop the ability to articulate and express informed interpretations of texts both in written and oral forms.			
* - 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	Marks
I		Introduction to British Literature	12	15
	1	Geoffrey Chaucer – The Canterbury Tales: General Prologue - lines 1 to 42		
	2	William Shakespeare: Soliloquy: “All the World is a Stage” (<i>As You Like It</i>)		

	3	John Milton: <i>Paradise Lost</i> – Book IX (Lines 670 -794 –As when of old Som orator . . . she pleasingly began)		
	4	John Dryden: Mac Flecknoe (lines 1-28)		
		<p>Activities:</p> <ul style="list-style-type: none"> ● Chaucerian Character Role Play: Assign the students characters from the general prologue and have them engaged in role-playing, presenting monologues or dialogues in the style of Chaucerian characters. This encourages a deeper understanding of character personalities and speech patterns. ● Arrange for a mock Elizabethan performance where students can enact scenes from Shakespearean plays. This activity helps students appreciate the theatrical context of the Elizabethan era. ● Organize a debate where students take on the roles of various characters from “Paradise Lost” and argue their perspectives or interpretations. 		
II	Romanticism to Victorian Era		10	15
	5	William Blake: “The Tyger”	2	
	6	William Wordsworth: “The Affliction of Margaret”	2	
	7	John Keats: “To Autumn”	2	
	8	Charles Dickens: <i>Oliver Twist</i> (Chapters 1 to 5)	4	
	9	Matthew Arnold: “Dover Beach”		

		<p>Suggested activities:</p> <ul style="list-style-type: none"> • Conduct a nature poetry workshop inspired by the Romantic poets. Students can write and share their own nature poems, emphasizing the themes of Romanticism. • Students collaborate in groups to create a Victorian-era wall magazine, with each group focusing on a different aspect of society (e.g., politics, social reform, industry, arts etc.). • Students can debate over the science-religion conflict. 		
III	Modernism		10	20
	10	Wilfred Owen: "Strange Meeting"	1	
	11	W. B. Yeats: "The Second Coming"	1	
	12	Virginia Woolf: "The Mark on the Wall"	2	
	13	James Joyce "Araby"	4	
	14	<p>Harold Pinter: <i>The Birthday Party</i>- Act I</p> <p><i>*Act I is for classroom teaching. The remaining can be introduced as a summary or through an activity by the course instructor.</i></p>		
		<ul style="list-style-type: none"> • Suggested activities: Students curate a mini exhibition, selecting and presenting 		
		<p>artifacts, photographs, and primary sources that represent the cultural scenario, fostering a deeper understanding of the socio-cultural landscape during World War I and the interwar period.</p> <ul style="list-style-type: none"> • Students can perform a dramatic reading of Act 1 of Harold Pinter's <i>The Birthday Party</i>, focusing on the absurd dialogue, nonsensical situations, and existential themes. They analyse the text's use of language and staging to convey the absurdity of human existence, prompting discussions on the nature of reality and identity in the face of absurdity. 		
IV	Postmodernism to Contemporary		13	20
	15	Salman Rushdie: <i>Midnight's Children</i> : Chapter 1	2	

	16	Warsan Shire: “Conversations About Home (At the Deportation Centre)”	2	
	17	Carol Ann Duffy – “Text”		
	18	Simon Armitage: “Thank You for Waiting”		
		<p>Suggested activities:</p> <ul style="list-style-type: none"> Organize a literary quest where students search for examples of postmodern techniques in various texts. 		
V		<p>Open-ended module: Contemporary Voices in English</p> <p>The instructor can choose a recent text (or texts) of their choice and introduce it using activities or methods that suit their teaching style and goals.</p> <p>Open-Ended Exploration and Assessment:</p> <p>Writing analytical essays</p> <p>Presentation on a related topic</p> <p>Critical response papers (students responding to prompts/questions about the text)</p> <p>Individual Research Paper (peer-reviewed)</p>	15	
		<p>Creative projects</p> <p>Quizzes or exams</p>		

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	-	2	3	-	-	-	-	-	-
CO 2	2	-	3	-	-	3	3	-	-	-	-	-	-

CO 3	1	-	3	-	-	3	2	-	2	-	3	-	3
CO 4	3	-	-	-	-	3	3	-	3	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (2 to 5) 20 marks	Module 1 (open) 10 marks
Quiz/test	10	4
Assignment	4	2
Seminar	6	4

Mapping of COs to Assessment Rubrics:

	Quiz/test	Assignment	Seminar	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Suggested Reading List:

- *Carter, Ronald. John McRae. The Routledge History of Literature in English: Britain and Ireland. Routledge, 2016.*
- *Abrams, M. H., Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage India Private Limited. 2015*
- *Prasad, B. A Background to the Study of English Literature. Laxmi Publications, 2016*
- *Dahiya, Bhim S. A New History of English Literature. Doaba Publications, 2022.*
- *Albert, Edward. History of English Literature. Oxford University Press, 2017.*
- *Scanlon, Larry, editor. The Cambridge Companion to Medieval English Literature 1100-1500. Cambridge University Press, 2009.*
- *Pritchard, R. E. Shakespeare's England: Life in Elizabethan and Jacobean Times. The History Press Limited, 2003.*
- *Gay, Peter. Age of Enlightenment. Littlehampton Book Services, 1967.*
- *Berber, Micheal. Romanticism: A Very Short Introduction. Oxford University Press, 2010.*
- *Greenblatt, Stephen, editor. The Norton Anthology of English Literature: The Victorian Age. W. W. Norton & Company, 2006.*
- *Kern, Stephen. The Modernist Novel: A Critical Introduction. Cambridge University Press, 2011.*
- *Howarth, Peter. The Cambridge Introduction to Modernist Poetry. Cambridge University Press, 2011.*
- *Bentley, Nick. Contemporary British Fiction. Red Globe Press, 2018.*

Programme	BA Functional English and Psychology (Double Major)				
Course Title	CONTENT WRITING: PRINCIPLES AND PRACTICE				
Type of Course	MAJOR				
Semester	IV				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Ability to write correctly and effectively.				
Course Summary	<p>This course delves into the core principles and practical applications of content writing. Students will acquire essential skills for drafting diverse content forms, such as blog posts, articles, social media content, and more. The focus will encompass writing for distinct audiences, optimizing content for search engines, and honing a distinct writing style.</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Sensitize to various styles and techniques of writing and editing and enhance writing skills to produce high quality content.	U	B	Instructor-created exams / Assignment
CO2	Analyze target audience and develop content strategies for audience needs.	An	C	Practical Assignment / Observation of Practical Skills by demo
CO3	Explain fundamental ideas related to designing and intellectual property rights	E	C	Seminar Presentation / Practical Assignment
CO4	Value ethical considerations in content writing, including plagiarism, copyright, and attribution.	E	P	Writing Assignments
CO5	Develop critical thinking skills to evaluate the effectiveness of content and make informed decisions about revisions and improvements.	C	M	One Minute Reflection Writing assignments and Group work

CO6	Adapt artificial intelligence technologies to enhance content creation process.	C	P	Practical Assignment
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I	Content Writing Fundamentals		12	15
	1	Content Writing Theory	2	
	2	SEO Bundamentals	2	
	3	Plagiarism and Copyright	2	
	4	SEO Tools - blogging platforms, HTML basics, X(Twitter), reviewing tools.	4	
	5	Content engagement strategies	2	
	Activities: <i>Students will be assigned a blog post in a chosen blogging platform from the study material. The students should identify key words and understand SEO. Later, they should be able to create one integrating the principles learned.</i>			

	<p>References:</p> <p>Discover the Editor in You by Vivek Kumar</p> <p>MacArthurProofs.pdf</p> <p>(ucsb.edu)(Summarize)</p> <p>introduction-to-seo-ebook.pdf (hubspot.com)</p> <p>How Copyright Infringement Can Affect Your SEO (seoforgrowth.com)</p> <p>What Is Plagiarism? (thoughtco.com)</p> <p>How to Start a Blog: The Complete Beginner's Guide 2023 (firstsiteguide.com)</p> <p>Basic HTML for Content Writers with the HTML Editor (html-online.com)</p> <p>Mastering Content Engagement: Key Metrics and Strategies State of Digital Publishing</p>			
II	Specialized Content Writing		12	25
	6	Content writing for ECommerce sites, Binancial and Technical writing	4	
	7	Proofreading techniques	2	
	8	Language adaptation for Different target audience	2	
	9	Writing for new media	2	
	10	Factors influencing content creation for film and radio.	2	

<p>Activities:</p> <p><i>Proofread any random text in the classroom</i></p> <p><i>Give a sample radio script and identify the salient features.</i></p> <p>or</p> <p><i>Create a product description for a chosen e-commerce product (real or hypothetical) using insights from the study material. Develop a strategy to optimize this content for an e-commerce website. After creation, promote the product description on two social media platforms, adapting the content for each platform.</i></p>			
<p>References:</p> <p>E-Commerce Content Writing - How to Make it Great Goodman Lantern</p> <p>Binancial Writing (How to Write About Binance Today) (rafalrevzer.com)</p> <p>Microsoft Word - Proofreading Techniques (ucf.edu) guide19.pdf (colostate.edu)</p> <p>ABOUT – What is New Media Writing? Digital Writing 101 BEGG-171B1E.xps (egyankosh.ac.in)</p>			
Diversification of content		14	15
11	Visual content creation - Infographics, memes, Product demo	2	
12	Interactive content development - quizzes, polls	2	
13	User Generated Content	1	

	<p>Activities:</p> <p><i>Proofread any random text in the classroom</i></p> <p><i>Give a sample radio script and identify the salient features.</i></p> <p>or</p> <p><i>Create a product description for a chosen e-commerce product (real or hypothetical) using insights from the study material. Develop a strategy to optimize this content for an e-commerce website. After creation, promote the product description on two social media platforms, adapting the content for each platform.</i></p>			
	<p>References:</p> <p>E-Commerce Content Writing - How to Make it Great Goodman Lantern</p> <p>Binancial Writing (How to Write About Binance Today) (rafalreyzer.com)</p> <p>Microsoft Word - Proofreading Techniques (ucf.edu) guide19.pdf (colostate.edu)</p> <p>ABOUT – What is New Media Writing? Digital Writing 101</p> <p>BEGG-171B1E.xps (egvankosh.ac.in)</p>			
III	Diversification of content		14	15
	11	Visual content creation - Infographics, memes, Product demo	2	
	12	Interactive content development - quizzes, polls	2	

	13	User Generated Content	1	
	14	Emerging trends and technologies	2	
	15	Introduction to design principles	2	
	16	Instructional design and storyboard	3	
	17	Introduction to IPR in content writing.	2	
		<p>Activities:</p> <p><i>Create an infographic or meme based on a topic of your choice. or</i></p> <p><i>Develop a quiz or poll relevant to your chosen industry.</i></p> <p><i>Promote it on a preferred social media platform and analyze the engagement and responses received.</i></p>		
		<p>References:</p> <p>https://blog.hootsuite.com/epic-guide-creating-social-media-visuals/</p> <p>Interactive Content Creation: Engaging with Quizzes and Polls - OKMG</p> <p>Content design: planning, writing, and managing content - UW–Madison Information Technology (wisc.edu)</p> <p>How to Create a Storyboard for eLearning (Instructional Design) Devlin Peck</p> <p>Instructional Design 101: A Must-Read List - eLearning Industry Akshita-Prasad-CLRJ.pdf (thelawbrigade.com)</p>		
IV	Integration of AI in content creation		10	15
	18	Understanding and utilizing AI tools on content creation	2	

	19	Exploring AI tools - Chat GPT, Bard, Jasper	2	
	20	Mastering Prompt Engineering	2	
	21	Ethical AI practices	2	
	22	Buture trends and emerging technologies	2	

	<p>Activities:</p> <p><i>Use an advertisement or any other content created by AI and let students understand the tool and the ethical concerns AI can cause.</i></p> <p><i>Or</i></p> <p><i>Content Creation: Utilizing the chosen AI tool, students will create a piece of content (e.g., an article, a short story, a blog post) from scratch.</i></p>			
	<p>References:</p> <p>How to Use AI for Content Creation - Power Up Your Strategy (seowind.io)</p> <p>The Best AI Writers to Try in 2023 (and How to Use Them) (jasper.ai)</p> <p>Docsie.io Blog - 10 Ways to Master Prompt Engineering for Technical Writers</p>			
V	Open Ended Module:		12	
		<p>Group Assignment:</p> <p>Use of tools to create effective content in social media platforms.</p>		

Books and References:

Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content by Ann Handley

Technical Writing 101: A Real-World Guide to Planning and Writing Technical Content by Alan S. Pringle and Sarah S. O'Keefe

Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business by Ann Handley and C.C. Chapman

Content Strategy for the Web by Kristina Halvorson and Melissa Rach

Oxford Guide to Effective Writing and Speaking: How Communicate Clearly by John Seely

SEO 2023: Learn search engine optimization with smart internet marketing strategies by Ada Clarke

The Non-Designer's Design Book by Robin Williams

Post learning Activity:

Students can create technical content (e.g., user guides, product manuals) utilizing prompt engineering principles to structure and generate clear, concise, and informative content.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	3	-	-	3	1	-	-	-	-	-
CO 2	-	-	-	2	2	-	1	-	-	-	-	-	1
CO 3	2	-	-	-	3	-	3	-	-	3	-	-	1

CO 4	1	-	-	-	-	-	-	-	-	-	1	3	2
CO 5	-	2	-	3	2	-	-	2	-	-	3	-	1
CO 6	-	-	-	-	2	3	2	-	-	3	-	-	1

Correlation Levels:

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

Assessment Rubrics

Components	Modules (I to IV)	Module V (open)
	20 marks	10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓

CO 2		✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5		✓		✓
CO 6		✓	✓	✓

Programme	BA Functional English and Psychology (Double Major)				
Course Title	DALIT WOMEN'S WRITING				
Type of Course	VAC				
Semester	IV				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites					
Course Summary	<p>This course explores the rich and complex world of Dalit women's writing in India. Through novels, short stories, poetry, and autobiographies, students will engage with the voices and experiences of Dalit women who navigate the intersections of caste, gender, and class in Indian society. The course aims to provide an in-depth understanding of Dalit feminism, the socio-political contexts of Dalit women's lives, and the resistance and resilience manifested in their writings. By examining these works, students will gain insights into the struggles, triumphs, and everyday realities of Dalit women, contributing to a broader understanding of social justice, equality, and human rights. The course encourages critical thinking, empathy, and a deeper understanding of marginalized voices in Indian literature</p>				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Bamiliarize students with key texts in Dalit women's writing in India.	U	B	Assignments
CO 2	Identify the socio-political and cultural contexts that shape the lives of Dalit women.	U	P	Internal Exam, Seminars
CO 3	Engage critically with the literary techniques and strategies employed by Dalit women writers.	An	C	Home Assignments Presentations

CO 4	Develop a comprehensive understanding of the role of literature in advocating for social change and justice	C	M	Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	Marks (50)
I		Introduction to Dalit Literature and Dalit Beminism	9	15
	1	Historical and Cultural Background of Dalit Literature	2	
	3	The emergence of Dalit literature as a genre	2	
	4	Boundations of Dalit Beminism	2	
	5	Key concepts and theories	2	
	6	Intersectionality of caste, gender, and class.	1	
		<i>Activities:</i> <ul style="list-style-type: none"> Group discussion about the key concepts of Dalit feminism Debate on the topics of intersectionality of caste and gender Presentations by students on lives and works of Dalit feminist writers. 		
II		Prose	8	10
	7	Gopal Guru : “Dalit Women Talk Differently”	2	
	8	Susie Tharu : “The Dalit Women Question”	3	
	9	Uma Chakravarti : “Gendering Caste through a Beminist Lens”	3	
		<i>Activities:</i> <ul style="list-style-type: none"> Presentation on the role of prose in advancing Dalit women's issues with reference to the given texts. Group discussion of dalit women's issues in your surroundings. 		
III		Autobiographies and Memoirs	11	15
	10	Sharmila Rege : “Dalit Women's Autobiographies”	2	
	11	Bama : Karukku (Preface and Translator's Note)	3	
	12	Baby Halder : A Life Less Ordinary (Chapters 1-3)	3	

	13	Sujatha Gidla : Ants Among Elephants (Chapters 1-3)	3	
		Activities: <ul style="list-style-type: none"> • <i>Presentations of personal narratives and discussing Dalit women's experiences.</i> • <i>Discussion on the role of autobiography in Dalit feminist discourse.</i> 		
IV	Biction and Poetry by Dalit Women		8	10
	14	P. Sivakami : Grip of Change	2	
	15	M. M. Vinodini : Parable of the Lost Daughter	2	
	16	Gogu Syamala : Raw Wound	2	
	17	Sukritharani : “Body Speaks”	1	
	18	Daya Pawar : “The Day I Became a Woman”	1	
		Activities: <ul style="list-style-type: none"> • <i>Discussion on exploring Identity and Resistance through Fiction</i> • <i>Group work analyzing the depiction of caste and gender in a selected work of fiction</i> 		
V	Open Ended Module:		9	
		Activity on contemporary writers. Discussion on: <ul style="list-style-type: none"> • The role of social media and digital platforms in amplifying Dalit women's voices. • The future of Dalit women's literature and activism 		

Mapping of COs with PSOs and POs:

	PS O1	PSO 2	PS O3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	-	3	2	-	-	-	1	-	-
CO 2	-	-	-	-	-	3	-	-	-	-	-	-	2
CO 3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

- Active participation in class discussions and online forums. 5 marks
- An interview with a contemporary dalit woman writer (offline or online)- group activity- submit the written report. 5 marks
- A group presentation focusing on a specific aspect of Dalit women's fiction. 5 marks
- A reflective essay on the autobiographies studied, focusing on their contribution to Dalit women's literature and activism. 5 marks
- Midterm exam 5 marks

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓

Core text:

Arya, Sunaina and Aakash Singh Rathore. *Dalit Feminist Theory: A Reader*. Routledge 2020
 Bama, Karukku Translated by Lakshmi Holmstorm, Navayana, 2000
 Dasan, M., et al, editors. *The Oxford India Anthology Of Malayalam Dalit Writing. 1st ed.*,

Oxford University Press, 2012.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature: History, Controversies and Considerations*. Translated by Alok Mukharjee, Orient BlackSwan, 2014.

Rege, Sharmila, *Writing Caste, Writing Gender*. Zubaan, 20

Satyanarayana, K, and Susie Tharu, editors. *No Alphabet In Sight: New Dalit Writing from South India*. Vol. 1, Penguin Books, 2011.

Satyanarayana, K, and Susie Tharu, editors. *Steel Nibs Are Sprouting*. HarperCollins, 2013.

Satyanarayana, K, and Susie Tharu, editors. *The Exercise of Freedom: An Introduction to Dalit Writing*. Navayana, 2013.

Programme	BA Functional English and Psychology (Double Major)				
Course Title	INTERVIEW SKILLS				
Type of Course	SEC				
Semester	IV				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Basic communication skills with emphasis to spoken and written communication.				
Course Summary	This course is designed to provide learners with vital skills to help them face interviews confidently. By analysing theoretical concepts and through interactive sessions, the learners will develop effective communication, positive body language and proper etiquette while attending interviews.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire professional techniques to face an interview successfully, irrespective of their subject of specialization, and identify its role in career advancement.	U	C	<ul style="list-style-type: none"> Assignments
CO2	Analyse the different types and modes of interviews in diverse fields.	An	C	<ul style="list-style-type: none"> Home Assignments Electronic Resume Preparation
CO3	Master different components of interview process and its application through mock interviews	Ap	C	<ul style="list-style-type: none"> Seminar Presentation Mock interview with peers and self-evaluation

CO4	Develop Verbal and Non-verbal skills related to interviews and its application	C	Ap	<ul style="list-style-type: none"> Seminar presentation Writing and speaking assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Bactual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Introduction to Interviews		10	12
	1	Introduction: Understanding the Purpose & Importance of Interview Skills	02	
	2	Different Types and Modes of Interviews	02	
	3	Group Discussion: Types, Roles and Components	02	
	4	Selection and Research of the Company/Organisation	02	
	5	Preparing a Competent Resume	02	
		<i>Activities:</i> <ol style="list-style-type: none"> Each student introduces oneself to the whole class. Analyse multiple resumes in the student's field of choice and submit an assignment on characteristics of a compelling resume. Prepare an electronic resume and make a list of potential companies (according to the student's choice of field) to whom it could be sent. Conduct a group discussion in the class on any topic. 		
II	Effective Communication Skills		08	14
	6	Verbal and Non-verbal Communication : Barriers to Communication	01	
	7	Interview Language: Vocabulary, phrases and idioms commonly used in interview contexts	02	
	8	Active Listening Techniques	01	
	9	Building a Great First Impression	02	
	10	Role of Practice in Stress Management	02	

		<p><i>Activities:</i></p> <ol style="list-style-type: none"> <i>1. Analysis of video interviews to critically analyse the interviewee's use of the following components:</i> <ol style="list-style-type: none"> <i>a) verbal and non-verbal language</i> <i>b) stress management techniques</i> <i>c) interview-specific language</i> <i>2. The following video links may be used for the aforementioned purpose. Other videos could also be used, if found suitable by the teacher.</i> <p><i>Example 1 - https://www.youtube.com/watch?v=WAm-3jNPDlc</i></p> <p><i>Example 2, Part 1 - https://www.youtube.com/watch?v=yBtMwyOBXwA</i></p> <p><i>Example 2, Part 2 - https://www.youtube.com/watch?v=iZQnhUYEPoY</i></p> <p><i>Example 2, Part 3 - https://www.youtube.com/watch?v=3xywXO-VHCg</i></p> <p><i>Example 2, Part 4 - https://www.youtube.com/watch?v=To4IJuHYt94</i></p> <p><i>Example 2, Part 5 - https://www.youtube.com/watch?v=OTdBPIxfBj4</i></p> <p><i>Example 3 - https://www.youtube.com/watch?v=0MprWWQILbc</i></p> <p><i>Example 4 - https://www.youtube.com/watch?v=8TBsZBX9GWw</i></p> <p><i>Example 5 - https://www.youtube.com/watch?v=KEK5errYpBE</i></p> <p><i>Example 6 - https://www.youtube.com/watch?v=HG68Ymazo18</i></p>		
III	Interview Etiquette		10	14
	11	Use of positive Body Language: Posture, Eye Contact, Handshake etc.	02	
	12	Choosing Culturally Appropriate Language & Phrases	02	
	13	Importance of Grooming :The right attire	01	
	14	General Strategies for Answering BAQs	02	
	15	Presentation :Tips, Dos and Don'ts, use of visual aids	02	

	16	Ending the Interview on a positive note	01	
		<p>Activities:</p> <ol style="list-style-type: none"> 1. Watch You Tube videos and observe how various aspects described in this module reflect in them. 2. Students may participate in mock interviews between classmates where they switch roles as interviewer and interviewee. 3. Students form into groups of five. Each one has a resume. Every student takes turns to be the interviewee. The other 4 students form the interview board and will ask the questions already prepared. Each board member can allot marks according to criteria like attitude, aptitude, domain knowledge, values, communication, technical and problem solving skills. 4. The video recording of the same may be done and given to the students for self-examination. 		
IV	Understanding Yourself		08	10
	17	Understanding Behavioural Questions :Common Behavioural Questions and Responses	02	
	18	Analysis of Common Behavioural Questions – Developing positive mindset, affinity towards teamwork and willingness to take up challenges.	02	
	19	SWOT Analysis :Managing weak spots and highlighting strengths, Post-interview tips :Learning from Experience and the Need to Bollow up)	04	

		<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. <i>Each student can brainstorm and prepare a list of behavioural questions related to their chosen field. After completion, the questions must be exchanged between groups and the groups can refine these and make changes, if necessary. Afterwards, the class must reassemble and each group must present their revised questions and explain the rationale behind the changes made.</i> 2. <i>Divide the class into small groups and perform role plays based on the list of behavioural questions provided for them. Each group can be assigned the role of interviewer and interviewee. The rest of the class can watch this and give their feedback and suggestions for improvement.</i> 3. <i>Divide the class into small groups and provide each group with a hypothetical job position and related industry. Each group may conduct a SWOT analysis for the given job position and industry. After completing the SWOT analysis, groups will present their findings to the class and discuss on how to manage weak spots and highlight strengths during an interview.</i> 		
V	Open Ended Module: Practical Session in Handling Interviews		09	
		<p>Mock Interviews Group Discussion practice Beedback and Tips for Improvement</p>		

Mapping of COs with PSOs and POs

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO 7
CO 1	-	2	-	2	-	-	-	1	2	-	-	-	-
CO 2	-	-	-	-	-	-	1	-	3	1	-	-	-
CO 3	-	-	-	2	-	-	-	2	2	-	-	-	-
CO 4	-	3	-	-	-	-	-	2	1	-	-	-	-

Correlation Levels:

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

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓

Core Texts

Corfield, Rebecca. Successful Interview Skills: How to Prepare, Answer Tough Questions and Get Your Ideal Job. Kogan Page Publishers, 2009.

Vijay Kumar Sharma,(2023).Interview Skills and Group Discussion , Book Conclave

Jayaprakash,Sajitha.Interview Skills: Presenting Yourself with Confidence. India, Himalaya Publishing House,2010.

Prasad, Hari Mohan, and Rajnish Mohan. How to Prepare for Group Discussion and Interview. McGraw Hill Education, 2012.

Varshney, Tuhina Anukul. I'm Not Afraid of GDPI: Group Discussion and Personal Interview. Pearson, 2013.

Spiropoulos, Michael. Interview Skills that Win the Job: Simple Techniques for Answering All the Tough Questions. Allen & Unwin, 2005.

Winter, Sean. Job Interview Preparation and Conversation Skills 2-in-1 Book: Learn How to Crush Your Next Job Interview and Develop A Magnetic Charisma to Enhance Your Communication Skills. Native Publisher, 2020.

Gigby, Guipson. Interview Skills: In Just 24 Hours, Learn How to Score Big on Any Interview - Complete Guide to Mastering Interview Questions and Answers. CreateSpace Independent Publishing Platform, 2017.

Emperor, Ballon. Boost Your Job Interview Skills: Your Complete Guide To A Successful Job Interview: Tips To Pass Job Interview. Independently Published, 2021.

Programme	BA Functional English and Psychology (Double Major)				
Course Title	ENGLISH LANGUAGE TEACHING (ELT)				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	1. Basic knowledge of the English language – basic grammar, pronunciation 2. Basic communicative skills in LSRW				
Course Summary	This course purports to cater to the requirements of language teaching skills to be acquired by the learner. The augmentation of digital learning apps in the teaching learning process is also introduced to the learners. The various activities within each module are directed towards employing and enhancing what the learner has learnt through practice sessions.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Acquire an enhanced level of LSRW skills.	Ap	P	Practical assignment
CO2	Explore the significance of English language learning and proficiency in a global context	U	C	Instructor created written exam
CO3	Improvise their own methods of effective language teaching using the latest trends in teaching and learning	C	C	Seminar/Peer teaching and peer evaluation
CO4	Implement the use of digital tools in language learning and teaching.	Ap	P	Seminar/Peer teaching using digital tools
CO5	Demonstrate an understanding of the theories and techniques of language teaching	U	C	Written assignments
CO6	Able to teach communicative skills identifying the level of the learners at primary, secondary and tertiary levels	An	M	Practical Assignments
* - 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	Hou rs (60)	Marks (70)
I	Introduction to English language Teaching		10	10
	1	A brief history of English language teaching in India,	2	
	2	Evolution of English as a global language	1	
	3	English as an international language	2	
	4	Future of English(es)	1	
	5	Proficiency assessment and certification - IELTS, TOEFL, OET, PTE, CELTA, DELTA, BEC	3	
	6	Learning Vs Acquisition	1	
Learning activities: 1. Students can work on the development of varieties of Englishes today 2. Workout sample questions in the model of IELTS and TOEFL				
References 1. https://www.ijsrp.org/research-paper-0514/ijsrp-p29121.pdf 2. Nagaraj, Geetha. <i>English Language Teaching</i> 3. Sivarajan K. & P.P. John. <i>The Methodology of Teaching English</i> .				
II	Theories, Methods and Approaches		13	20
	7	Behaviourism, Cognitivism, Constructivism – An outline	3	
	8	Methods of teaching – GT, Direct Method, Bilingual method, Audiolingual method, Community Language Teaching	4	
	9	Competence based language teaching	1	
	10	Task based language teaching	1	
	11	Peer teaching	2	
	12	Micro teaching	2	

<p>Learning activities:</p> <p>Students can do peer teaching using blended learning and flipped classrooms</p> <p>Prepare lesson plans for microteaching and conduct microteaching sessions Same material can be taught using different methods</p>			
<p>References:</p> <p>1. Nagaraj, Geetha. <i>English Language Teaching</i></p> <p>2. Sivarajan K. & P.P. John. <i>The Methodology of Teaching English.</i></p>			
III	Teaching of LSRW skills	15	20
	13 Fourfold Language Skills – Developing LSRW skills	4	
	14 Teaching of vocabulary and vocabulary building	3	
	15 Teaching of pronunciation	3	
	16 Teaching of grammar	3	
	17 Language Games	2	

		References: Sivarajan K. & P.P. John. <i>The Methodology of Teaching English</i> .		
		Learning activities: Identify and use more language games in the class for improving vocabulary Listen to audios of poetry reading or storytelling etc, read along and then read/repeat and improvise individually Exercises can be given in identifying and correcting the errors in spelling, grammar and sentence structures.		
IV	Lesson Plans, Tests and Blended learning		10	20
	18	Lesson Plan– Aims, Functions, Principles, Advantages and Characteristics— Preparation of a model lesson plan	3	
	19	Testing – Types – Characteristics of a good test — testing items	3	
	20	Teaching aids – flash cards, story cards, audio visual aids, OHP, LMS applications like google classroom/moodle, padlet, mentimeter.	2	
	21	Use of Dictionaries – lexical and pronunciation – E-dictionaries – Oxford Learner’s Dictionary, Collins, Merriam Webster, Cambridge English Dictionary	1	
	22	Use of Language Lab	1	
		Learning activities: Prepare lesson plans for teaching a poem, prose piece, a scene of a drama, a short story etc. Prepare samples of various types of testing items. Use Language lab for peer teaching.		

	<p>References:</p> <ol style="list-style-type: none"> 1. Nagaraj, Geetha. <i>English Language Teaching</i> 2. Sivarajan K. & P.P. John. <i>The Methodology of Teaching English.</i> 3. Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. 		
V	<p>Practical Applications and case study</p> <p>Post learning activities can be assigned putting into practice the various aspects of ELT</p>	12	

Suggested Texts:

Nagaraj, Geetha. English Language Teaching. Orient Blackswan: 2021. ISBN-13: 978-9354420788
ISBN- 10: 9354420788

Sivarajan K. & P.P. John. The Methodology of Teaching

English. <https://www.ijsrp.org/research-paper-0514/ijsrp->

p29121.pdf

Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Bangalore: Orient Black swan: 2009. ISBN 13 978 81 250 2307 4

Texts for reference:

Harmer, Jeremy. The Practice of English Language Teaching. New York: Longman, 1996. ISBN 0-582- 74612-4

Brown, H. Douglas. Principles of Language Learning and Teaching. US: J. Carey, 1993. ISBN 0-13- 191966-0

Richards Jack C. & Theodore S. Rodgers. Approaches and Methods in Language Teaching. UK: Cambridge UP, 2010. ISBN 0 521 68325 4 (pbk)

Mapping of COs with PSOs and Pos:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-		-	-	2	-	-	-	-	-	-
CO 2	-	2	-	3	-	-	2	-	1	-	-	-	-
CO 3	-	-	-	-	3	-	2	-	-	3	-	-	2
CO 4	-	-	-	-	2	3	-	-	-	2	3	-	-
CO 5	2	-	-	-	-	-	3	-	-	-	2	-	-
CO 6	-	-	-	-	1	-	1	-	-	-	3	3	-

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 20 marks	Module V (open) 10 marks
Written test	10	4
Assignment	6	2
Oral Presentation	4	4

1. Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2	✓			✓
CO 3		✓		✓
CO 4		✓		✓
CO 5	✓	✓		✓
CO 6		✓		

Programme	BA Functional English and Psychology (Double Major)				
Course Title	LITERARY AND CULTURAL THEORY				
Type of Course	Major				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Intermediate understanding of literature and literary interpretation.				
Course Summary	The course on critical theory is designed as a general introduction to literary research methodology and to a variety of contemporary critical approaches, with a more limited overview of older theories and methodologies. It also provides a conceptual framework for developing an understanding of the function and practice of various new modes of literary criticism. Since the course is intended as a practice of literary theory, the students will engage with diverse literary texts and theoretical frameworks to deepen their understanding of critical analysis through readings, discussions, assignments and so on.				

CO: Course Outcomes

CO	Course Statement	Cognitive Level*	Knowledge Category#
CO 1	Comprehend major terms in literary criticism and to apply them in the discussion of poetry, fiction, and drama.	U	F
CO 2	Understand historical development literary criticism and its evolution over time.	U	C
CO 3	Develop comparative skills with an in-depth understanding of theories given in the syllabus.	Ap	P
CO 4	Formulate coherent and persuasive arguments in written and oral forms.	An	P
CO 5	Conduct research to support literary analyses, using credible sources and evidence to enhance arguments.	E	M
* - 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	Marks
I	Introduction to Literary Criticism		15	9 marks
	1	Understanding the idea of literary criticism	5	
	2	Historical Overview of Literary Theory	5	
	3	The Role of Interpretation- Close Reading and basics of analytical techniques and interpretive Strategies.	5	
		Activity- 1. Focus on a particular character from a short story and have students analyse their actions, motivations, and development throughout the story. 2. Encourage them to consider how the character's words and actions contribute to the overall themes of the text.		
II	Classical Literary Theory		15	22 marks
	4	Plato's ideas on Literature and Art	5	
	5	Detailed study of Aristotle's Poetics	5	
	6	Basic Concepts and terminology- Part 1- Allegory, Anagnorisis, Catharsis, Dramatic Irony, Foreshadowing, Metaphor, Satire, Symbolism, Theme, Alliteration, Characterization, Imagery, Memisis, Point of View, Simile, Tone, Irony, Setting, Conflict, Plot, Hyperbole, Mood, Protagonist.	5	
		Activity- 1. Select a text of short story, poem or play. Divide students into pairs, assigning each pair a specific critical lens. Ask them to analyse the text using their assigned critical lens and identify elements relevant to their lens. Encourage them to find out different interpretations of same definition. 2. Using a digital platform, create a timeline spanning different historical periods. Divide students into small groups. Assign each group a specific literary criticism, theory or period. Each group should add their theory or period to the timeline, indicating its historical period and significant features.		
III	Neoclassical Criticism and Romanticism		10	21 marks
	7	Neoclassical principles and rules of literary composition	4	
	8	Analysis of texts by critics such as Sidney, Jonson, and Dryden	3	
	9	Examination of 19th-century critics like Wordsworth and Coleridge	3	
		Choose a film excerpt that can be interpreted from multiple theoretical perspectives. Provide worksheets with prompts to peer evaluation to foster reflective learning various theories. Instruct students to analyse the same film with different theories. (Encourage them to prepare a script of different perspective)		
IV	Modernism and Cultural Theory		8	18 marks
	10	Introduction to Modernist literary theory and its break from tradition	4	

	11	Vocabulary related to Cultural Theory - Cultural Appropriation, Cultural Capital, Cultural Studies, Discourse, Globalisation, Hegemony, Hybridity, Othering, Postcolonialism, Power Dynamics, Relativism, Resistance, Subculture	4	
		1. Divide students into small groups. Select a contentious or open-ended topic related to literary theory or criticism. Each group should present their arguments in a structured debate format. 2. Allocate time for students to conduct research using academic databases, libraries, and credible online resources etc for a specific literary theory. Ask students to prepare PowerPoint presentations summarizing their literary analysis and the role of research in supporting their arguments.		
V	Open Ended Module (Contemporary Literary Theory)		12	

Note: The course is divided into five modules, with four having a total of 11 fixed units and one open-ended module with a variable number of units. There are total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 11 units from the fixed modules.

Core Texts

1. *How to Read Literature*- Terry Eagleton
2. *Literary Theory: A Very Short Introduction*- Jonathan Culler
3. *The Oxford Dictionary of Literary Terms*- Chris Baldick

Mapping of COs with PSOs and POs:

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

Correlation Levels:

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

Assessment Rubrics:

1. Prepare a personalized dictionary of important terms; each entry will be between 50-100 words, and students should cite texts they've read in class, as well as any other sources they've consulted.
2. Weekly Quizzes/ Surprise tests to be conducted 10%
3. There will be four short writing assignments in the form of analytical essays (3 pages each). Students may use these small essays to build into a long piece of writing on a single text or group of texts at the end of the term. 10%
4. Midterm Exam 10%
5. Final Exam 70%

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓

Suggested Reading

- *The Penguin Dictionary of Literary Terms and Literary Theory* Literary Theory: An Introduction- Terry Eagleton
- *Tradition and Individual Talent*-T.S. Eliot
- *Literature and History*- Raymond Williams
- *Feminist Literary Theory*- Toril Moi
- *The Rise of English*- Terry Eagleton
- *The Death and Return of the Author*- Seane Burke
- *Postcolonialism: What is in a Name?* - Elleke Boehmer
- *Eco criticism: What is it and Why does it Matter?* - Greg Garraard
- *The Post- human* – Rosi Braidotti

Programme	BA Functional English and Psychology (Double Major)				
Course Title	ENGLISH FOR THEATRICAL PERFORMANCES				
Type of Course	Elective Course				
Semester	V				
Academic Level	300-399.				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Proficiency in English language communication at an intermediate level. Interest in theatrical performance and a willingness to engage actively in practical activities.				
Course Summary	This course is designed to enhance the ability of the students to communicate effectively in English while doing theatrical performances. Along with theoretical knowledge the students will be given exposure to different theatrical experiences and also will be equipped to produce plays on their own. During the production of plays the students will be able to think critically over different socio-political situations and creatively respond to them.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different concepts on acting	U	F	Assignment Seminar Presentation In-class discussion Written Test
CO2	Analyse various socio-political situations in different plays	An	C	Assignment Seminar Presentation In-class discussion Written Test
CO3	Create new scripts for plays	C	P	Assignment Seminar Presentation In-class discussion Written Test

CO4	Create and present new plays	C	P	Assignment Seminar Presentation In-class discussion Written Test
* - 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	Marks
I	Introduction to concepts on acting		12	18
	1	When Acting is an Art (Part I) -Constantin Stanislavski- Introduction	1	
	2	The art of living a part	2	
	3	Involvement of conscious and subconscious minds	2	
	4	The Dynamic Principles of Michael Chekhov- Lenard Petit	1	
	5	Energy, Imagination, Concentration, Incorporation, Radiation	2	
	6	Expansion, Space is dynamic, Direction is a force, Polarity, Quality	2	
	7	Thinking, feeling, willing, the Four Brothers	2	
		Suggested Activities: 1. The students present the perspectives of Stanislavski and Chekhov on acting 2. The students share their own experiences while acting 3. Actor preparation exercises- Hot seat, Interview 4. Workshops can be conducted to give a first-hand experience to the students on actor training 5. A visit to a nearby theatre training centre can be organized		
II	Speeches and Soliloquies		12	18
	8	Mark Antony's Funeral speech, Act III. Scene ii. (<i>Julius Caesar</i>)	4	
	9	Final Speech (<i>The Great Dictator</i>)	4	
	10	Lady Macbeth's soliloquy, Act I. Scene v (<i>Macbeth</i>)	4	
		Suggested Activities: 1. Role play, Rewrite the script in contemporary English 2. Prepare soliloquies of any Shakespearean character 3. Prepare and present speeches of any leaders from History		
III	Theatre for Social Change		12	14

	11	<i>Thirst</i> by Eugene O'Neill. https://www.youtube.com/watch?v=jis5k6ljP2k	4	
	12	<i>Mother of 1084</i> by Mahasweta Devi. https://www.youtube.com/watch?v=zri90KUfKRM&t=536s	4	
	13	<i>Stolen</i> by Jane Harrison	4	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Attempt to do lip-syncing while screening the plays <i>Thirst</i> and <i>Mother of 1084</i> 2. Prepare subtitles while screening the plays <i>Thirst</i> and <i>Mother of 1084</i> Present the play <i>Stolen</i> as a radio drama, choral theatre 3. Write articles on the plays 4. Review writing of the plays 5. Rewriting of the scripts 6. Enact the plays 		
IV	Language in Theatre		12	20
	14	Language use in different theatrical forms- plays, musicals, Opera	4	
	15	Ballet, mummers' plays, improvisational theatre, street plays, Comedy	4	
	16	"The Language of Drama" by Conor A Farrington	4	
		<p>Suggested Activities:</p> <ol style="list-style-type: none"> 1. Students present different theatrical forms in the class and discuss the difference in the usage of language 2. Workshops in different theatrical forms can be conducted to give a first-hand experience to the students 		
V	Open Ended Module		12	10
		<p>Production of plays using different theatre styles</p> <p>Production of works in different theatrical forms</p> <p>(Production can be done through workshops)</p>		

Mapping of COs with PSOs and POs:

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

CO 3	-	-	-	-	-	-	-	-	-	-	-	-	3
CO 4	-	3	-	2	-	-	3	2	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

1. Script submission/ Assignment/ Review writing/ Discussion / Seminar 20%
2. Play presentation 10%
3. Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Play presentation	Review writing	Script writing	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Suggested Reading:

The Michael Chekhov Handbook for the Actor. Lenard Petit. Routledge 2010

An Actor Prepares. Constantin Stanislavski. Routledge 1989

History of the Theatre. Oscar G Brockett. Pearson 2008

The Empty Space. Peter Brook

Theatre History Explained. Neil Fraser. Crowood Press, 2004

Drama from Ibsen to Brecht. Williams Raymond. Penguin Books, 1968

Programme	BA Functional English and Psychology (Double Major)				
Course Title	FILM STUDIES				
Type of Course	Major				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites					
Course Summary	This course serves as an engaging exploration into the world of film, offering students a comprehensive introduction to the art, history, and critical analysis of cinema. Through a combination of theoretical discussions, practical exercises, and film screenings, students will develop a nuanced understanding of the diverse elements that contribute to the creation and interpretation of cinematic works.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identifies the role of cinema in society and the cultural and political nuances of filmmaking and representation.	U	F	Instructor- created exams / Quiz
CO2	Comprehends the evolution of film as an art form and its impact on culture and society.	U	C	Practical Assignment / Observation of Practical Skills
CO3	Analyses films using key concepts such as cinematography, editing, sound, and narrative structure.	Ap	P	Seminar Presentation / Group Tutorial Work
CO4	Engages in constructive discussions about films, supporting opinions with evidence and critical reasoning.	An	C	Instructor- created exams / Home Assignments
CO5	Evaluates the ways in which cinema influences and is influenced by broader cultural and social trends.	E	P	One Minute Reflection Writing assignments

CO6	Creates a screenplay	C	M	Viva Voce
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus:

Module	Unit	Content	Hrs (48+12)	Marks (70)
I		Introduction to Film Studies and movements	16	20
	1	What is cinema? - Definition and scope of Film Studies	1	
	2	Overview of Terminologies of Film Making	2	
	3	Cinema as an art-form, Cinematic Subcultures, Cinema as a Capitalist Product	1	
	4	Text and Representation	2	
	5	Film movements -Silent, Classic Hollywood, New Hollywood, Italian, French, Indian, Malayalam, Soviet, Japanese, Iranian (Screen 2 or 3 movies in the classroom. Discuss representative movies of these movements in class - City Lights, Psycho, Inception, Bicycle Thieves, 400 Blows, Pather Panchali, Pokkuveyil, Battleship Potemkin, Rashomon, Children of Heaven)	10	
		<i>Activities: Use different scenes of film to explain the elements and terminologies. Or, Specific movies from individual movements can be screened in the classroom and students can deduce the traits of the movements. Or, assign each group a specific director from a particular movement and the group can do research and make presentations on the director's style and recurring themes.</i>		
		References: Cinema Studies by Susan Hayward (Representation and Movements only) Introducing Film Studies by N. M. Babu Beginning Film Studies by Andrew Dix		
II		Film Genres	12	15
	6	Film Genres and their origin	1	
	7	Posters, Iconography, Movie-based print culture and Music Industry	1	
	8	Documentary Studies Text: An Inconvenient Truth	2	
	9	Narrative, Avant Garde, Action, Thriller, Horror, Animation, Western, Musical, Comedy, Tragedy, Melodrama. Mythologies, Biopic, Historical, Anime, Fantasy, Road movie, Film noir, German Expressionism (Use the scenes of representative movies to explain the concept)	6	

	10	Minority Cinema, Street Cinema, Crowd-funded cinema	2	
	Activities: <i>Explore different film genres by watching representative films from each. Students can analyse how conventions within genres are established and subverted. Or, Interactive quizzes like Kahoots on genres.</i>			
	References: Cinema and Genres Mod-01 Lec-37 Cinema and Genres (contd...) - YouTube Cinema Studies by Susan Hayward (Genres) Introducing Film Studies by N. M. Babu Film Genres - https://youtu.be/4KnJYtBVtNI			
III	Theories		8	22
	11	Realism, Formalism and Structuralism	1	
	12	Film Theorists and their concepts Eisenstein - Montage, Bazin - Auteur theory, Genre Theory, Apparatus Theory. Christian Metz - Semiotics, Laura Mulvey - Male Gaze	3	
	13	Film and Ideology - Psychoanalysis, Marxism, Feminist, Queer Cinema	2	
	14	Adaptation Studies, Audience Theory	1	
	15	Post-theory	1	
	Activities: <i>Paper presentation on application of theory to a film of your choice. Or Invite filmmakers, critics, or industry professionals to speak to the class. This provides students with real-world insights and networking opportunities. Or Present different ideologies in the classroom with the help of movies.</i>			
	References: Film Theory and Criticism edited by Leo Braudy and Marshall Cohen Film theories by J D Andrews Cinema Studies by Susan Heyward (Theories) https://youtu.be/9lBJXmq-NRc “Encoding/Decoding” by Stuart Hall			
IV	Editing and Screenplay		12	13
	16	Shots, Angles and Cuts	2	
	17	Mise-en-scene – Components Colour and Sound	2	

	18	Film and Censorship	1	
		<p>Case studies: <i>Assign students specific films from suggested viewing to watch and analyse critically. They can explore themes, cinematography, editing, sound design, and other elements.</i></p> <p><i>Field Visit, Group Assignment</i></p>	6 6	
	References:			
<p>Group Assignment: Make a Short film using a mobile camera in not more than 3 minutes. (groups of 5)</p> <p>Write a short Screenplay for a short film. (groups of 2)</p> <p>Field Visit: <i>Plan a field visit to a site of importance like film City, film festivals etc</i></p> <p>Books and References:</p> <p>Film Studies: An Introduction by Ed Sikov Film Genre: Theory & Criticism by Barry Keith Gran How to Read a Film by James Monaco Film: A Critical Introduction by Maria Pramaggiore and Tom Wallis Visual Pleasure and Narrative Cinema by Laura Mulvey Evolution of language of cinema by Andre Bazin The Oxford History of World Cinema by Geoffrey Nowell-Smith Evolution of language of cinema by Andre Bazin</p> <p>Suggested viewing:</p> <p>Citizen Kane The Godfather Roma The Shawshank Redemption Coco Jai Bhim Suvarnarekha Boothakalam Anantharam Manichithrathazhe Neram Breathless Parasite Sholay Jigarthanda</p>				

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The internal assessment can be based on seminar presentations from the fixed modules. The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	3	-	-	-	3	-	-	-	-	-	2
CO 2	-	-	1	-	-	-	2	-	-	-	-	-	1
CO 3	1	-	-	-	-	1	-	-	1	1	-	-	-
CO 4	-	-	2	-	2	3	2	-	-	-	-	-	3
CO 5	-	-	1	-	-	-	-	-	-	-	-	-	1
CO 6	1	1	-	3	-	-	-	-	2	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Components	Modules (I to IV) 10 marks	Module V (open) 6 marks
Assignments	6	2
Seminar	4	4

Group Project (Short Film/ Screenplay) –14 marks

Written Exam – 70 marks

Mapping of COs to Assessment Rubrics:

	Internals	Assignment/ Seminar	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2		✓		✓
CO 3	✓			✓
CO 4	✓			✓
CO 5	✓	✓		✓
CO 6			✓	

Programme	BA Functional English and Psychology (Double Major)				
Course Title	PUBLIC RELATIONS				
Type of Course	Elective Course				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should: (1) familiarise with the basic concepts and definitions related to Public Relations (2) acquire basic English language skills				
Course Summary	This course introduces students to the principles, theories, and practices of public relations. Students will explore the role of PR in various industries, develop practical skills, and understand ethical considerations in the field.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the key elements of public relations	Understand	F/C	Assignments
CO2	Develop a skill for writing press releases and social media content writing	Application	C/P	Content Writing Assignments
CO3	Develop an ability to plan and organize events using diverse PR strategies	Application	C/P	Organise a programme (group wise) applying different PR strategies that they have learned, while the other groups can identify, analyse the programme and present the strengths and weakness that they have identified based on the PR strategies that they have learned
CO4	Critically evaluate a crisis situation and plan a suitable PR strategy	An	C/P	PowerPoint Presentations Poster Presentations

* - 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	Marks
I	PR Writing		10	15
	1	PR Writing Role and Responsibility	2	
	2	Ethical and Legal Responsibility of the PR Writer	2	
	3	Research for PR Writing	2	
	4	Public in Public Relation	2	
	5	House Journals and Crafting Persuasive Message	2	
		<p><i>Activities:</i></p> <p>1. Students may be encouraged to collect house journals from different organization in groups. A classroom presentation can be conducted on the elements that they find makes the house journal attractive</p> <p>2. Divide students into groups and assign them a fictional company, Ask students to create storyboards through which they can promote their company through visuals and persuasive captions</p>		
II	Media Relations		10	15
	6	Understanding the media landscape	2	
	7	Writing for different media outlets in PR	2	
	8	Crafting press releases	2	
	9	Crisis communication	2	
	10	Building and maintaining relationships	2	

		<p>Activities:</p> <p><i>1. Students, in groups, can be encouraged to collect press releases (Multinational companies or Government Public relation department). Ask them to analyze the press release, focusing on its content, structure, language, and overall effectiveness. Based on the key elements identified, students can be instructed to prepare a template and to present it in the class. Encourage feedback and discussion from the class regarding the effectiveness and usability of each template.</i></p> <p><i>2. A space for interaction between PR professionals from various media outlets and students can be arranged.</i></p>	
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III	Digital PR and Social Media		16	25
	11	Writing for the Web	4	
	12	Blog, Micro blog and Vlog	4	
	13	The impact of social media on PR	2	
	14	The impact of written content on social media	2	
	15	Online reputation management	2	
	16	Social media strategy	2	
		<p>Activity:</p> <p><i>1. Divide students into groups, assigning each group one platform (vlog, blog, microblog, and website). Ask students to identify the differences in writing that they find in each platform. A classroom presentation of each group can be conducted. The instructor can provide additional information, if needed.</i></p> <p><i>2. The same group can be encouraged to create content for the platform they were assigned in the previous session. A classroom presentation of the content can be facilitated.</i></p>		
IV	Event Management in PR		12	15
	17	Planning events	2	
	18	Identifying stakeholders and understanding their expectations	2	
	19	Organizing events	2	
	20	Event promotion and coverage	2	
	21	Event Analysis	2	
	22	Post-event PR activities and follow-up strategies	2	

		<i>Activity:</i> 1. <i>Role Play: Divide students to groups and assign them a fictional event to organize. Assign roles to each student in the group (like event organizer, PR coordinator, logistics manager, finance director etc). Ask them to present before class about the challenges that they have faced and the strategies that they have implemented to solve the crisis that they have undergone.</i> 2. <i>Students, in groups, can be encouraged to conduct a programme. The teacher in charge can decide the nature of the programme. A report of the programme along with geotagged photos should be recorded.</i>	
V	Open Ended Module		12
		Advertising Campaign	
		Legal and regulatory considerations for ads	

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	3	-	-	-	-	-	3	-	-	-	-	-	-
CO2	-	-	-	-	-	1	-	-	-	-	3	-	3
CO3	-	3	-	3	-	-	-	2	-	-	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-	3	-	2

Correlation Levels:

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

Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

Test paper

Assignment

Seminar

Mapping of COs to Assessment Rubrics:

	Test Paper	Assignment	Seminar	End Semester Examination
CO1	•			•
CO2	•			•
CO3	•	•	•	•
CO4	•	•	•	•

Core Texts

1. Public Relations: Strategies and Tactics by Dennis L. Wilcox and Glen T. Cameron
2. Public Relations Writing: The Essentials of Style and Format by Thomas H Bivins
2. This Is PR: The Realities of Public Relations by Doug Newsom, Judy VanSlyke Turk, and Dean Kruckeberg
3. Crisis Communications: A Casebook Approach by Kathleen Fearn-Banks
4. Social Media and Public Relations: Eight New Practices for the PR Professional by Deirdre K. Breakenridge
5. Measuring Public Relationships: The Data-Driven Communicator's Guide to Success by Katie Delahaye Paine

Suggested Reading

1. Influence: The Psychology of Persuasion by Robert B. Cialdini
2. Ethics in Public Relations: Responsible Advocacy by Kathy Fitzpatrick and Carolyn Bronstein
3. Event Planning: The Ultimate Guide to Successful Meetings, Corporate Events, Fundraising Galas, Conferences, Conventions, Incentives, and Other Special Events by Judy Allen
4. Start with Why: How Great Leaders Inspire Everyone to Take Action by Simon Sinek

Programme	BA Functional English and Psychology (Double Major)				
Course Title	TRANSLATION FOR VISUAL MEDIA				
Type of Course	SEC				
Semester	VI				
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 in English and any other native language.				
Course Summary	This course is designed to equip learners with subtitling, captioning and dubbing skills introducing them to the burgeoning field of audio-visual translation. With the right mix of theory, interactive and practical sessions, this course will enable students to undertake professional subtitling projects.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamentals of subtitling	U	C	Instructor- created exams / Home Assignments
CO2	Develop the translation skills necessary for various media	Ap	P	Instructor- created exams / Quiz
CO3	Develop different types of audio-visual content	Ap	P	Practical Assignment / Observation of Practical Skills
CO4	Explore the various techniques in Visual Translation	Ap	P	Seminar Presentation / Group Tutorial Work

* - 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	Introduction to Visual Translation		10	10
	1	Types of audio-visual content: Film, documentary	2	
	2	Audio Visual Translating and Subtitling	2	
	3	Basics of Subtitling	2	
	4	Subtitling as a profession	1	
	5	The Purpose, audience and context	1	
	6	Image description	2	
	Activity: <ul style="list-style-type: none"> • Divide the class into pairs or small groups. Provide each group with a different scene from the video to translate into the target language. Instruct the students to pay close attention to how they convey the meaning of the visual elements effectively in their translations. • Prepare a glossary or visual representation highlighting key vocabulary and terminology in Audiovisual Translation. 			
II	Software and Tools		8	10
	7	Introduction to Subtitling software (Subtitle Edit, Subtitle Workshop)	2	
	8	Video editing software	2	
	9	Introduction to dubbing software	1	

	10	Hands-on practice on tools and functions	2	
	11	Time code synchronisation, Typography, Positioning	1	
	<p>Activity:</p> <ul style="list-style-type: none"> • Film clips will be shown to sensitise students to various genres of films and stimulate their constructive thinking. And students will be asked to create individual subtitles for the clips. • Demonstrate how to use one of the subtitling software installed in the computer lab. Show students how to import video files, create subtitles, synchronise subtitles with the video, and export the final output. • Provide students with a video clip and instruct them to create a dubbed version in the target language using the dubbing software. Students can record their voices and synchronise them with the video to create a seamless dubbing experience. 			
III	Language for Subtitles		10	15
	12	The thumb rules of Language in Subtitle: Conciseness, Clarity and Readability	2	
	13	Caption and Subtitle	2	
	14	Dubbing, Voice Over and Subtitling	2	
	15	Translating slangs, idioms and humour	2	
	16	Video Localisation	2	

	<p>Activity:</p> <ul style="list-style-type: none"> • Film clips in different slangs / idioms will be shown to sensitise students to various linguistics aspects in subtitling and stimulate their constructive thinking. • Divide the class into small groups and provide them with examples of subtitles, captions, dubbing and localised videos. Instruct the groups to analyse the language used in each example and discuss how well it adheres to the thumb rules presented. Encourage the students to identify the strengths and weaknesses in each example and propose improvements to the class. 			
IV	Semiotics of Subtitling		8	10
	18	Types of subtitles	2	
	19	Teaching Subtitling: Viewing, Spotting/Timing/Cueing, Translating, Editing	2	
	20	Intertitles	2	
	21	Fansubs	2	
	<p>Activity:</p> <ul style="list-style-type: none"> • Divide students into groups. Assign each group a stage of the subtitling process, provide them with a short video clip and instruct them to perform their assigned task: Viewing, Spotting, Translating and editing. Encourage collaboration and discussion within each group and present their findings to the class. • A group project to practise dubbing skills learned: The group will be tasked to translate a part of an untranslated movie or a television clip, and produce a 5- minute video clip dubbed in their mother tongue. Each group gives an oral presentation of their group project. 			
V	Open Ended Module		9	

		<p>This module may contain exercises subtitling practice</p> <p>Outcome: Utilise the audiovisual translation skills in the real world beyond the classroom setting.</p>	9	
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Note: The course is divided into five modules, with four having total 21 fixed units and one open-ended module with a variable number of units. There are total 36 instructional 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 21 units from the fixed modules.

Mapping of COs with PSOs and POs:

	PSO1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	-	2	-	-	-	3	2	-	-	-	1	-	-
CO2	-	-	-	-	-	3	-	-	-	-	-	-	2
CO3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO4	-	-	-	1	-	2	1	-	-	-	-	-	3

Correlation Levels:

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

Assessment Rubrics:

1. Internal Assessment- 25 Marks
2. Quiz / Assignment/ Quiz/ Discussion / Seminar
3. Midterm Exam
4. Subtitling Assignments
5. Final Exam (50marks)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		✓		✓
CO 2		✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓

Core Texts:

1. Bartrina, Francesca and Eva Espasa. "Audiovisual Translation". *Training for the New Millenium*. University of Vic. 2005. Pp 83-100.
2. Oreo, Pilar. Ed. "Topics in Audiovisual Translation." John Benjamins, 2004.
3. Cintas, J. D. and Remael, A. Eds. *Audiovisual Translation: Subtitling*. Routledge Taylor and Francis Group, London and New York. 2014.

Suggested Readings:

1. Cintas, J. D. and Anderman, G. (Editors) (2009). *Audiovisual Translation: Language Transfer on Screen*. PALGRAVE MACMILLAN.
2. Pérez-González, L. (editor) (2019). *The Routledge Handbook of Audiovisual Translation*. Routledge Taylor and Francis Group, London and New York.
3. Audio Visual Translation: Taking Stock. Eds Jorge Diaz Cintas and Joselia Neves.
4. The Didactics of Audio-Visual Translation. Eds. Jorge Diaz Cintas 2008.
5. Audio Visual Translation Applied Linguistics. Eds. Laura Incalcaterra, McLoughlin.
6. Voice Over Translation: An Overview. Eds. Eliana Franco and Anna Mattamala.
7. Audio Visual Translation: Dubbing. Ed. Frederic Chaume.
8. Audio Visual Translation: Subtitles and Subtitling. Eds. Laura Incalcaterra, McLoughlin, Marie Biscio.
9. Topics in Audio-visual Translation. By Pilar Orero. 2004.

Programme	BA Functional English and Psychology (Double Major)				
Course Title	ADVANCED ENGLISH LANGUAGE TEACHING				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basics of ELT				
Course Summary	This advanced ELT course aims to refine participants' pedagogical skills in teaching English at an advanced level. It explores advanced theories, methodologies, and practical strategies for teaching English as a second language, emphasizing interactive and student-centred approaches tailored to the challenges of advanced learners. Through a combination of theoretical insights and practical applications, including ICT integration, educators will develop the expertise to nurture language proficiency, critical thinking, and effective communication in advanced language learners.				

Course Outcomes (COS):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend the advanced theories in ELT	U	P	Assignment Seminar Presentation In-class discussion Written Test
CO2	Implement innovative teaching methodologies	Ap	P	Assignment discussion Seminar Presentation
CO3	Demonstrate proficiency in varied digital and technological tools to transact the lessons	Ap.	P	Discussion Written Test Projects
CO4	Analyse various theories and approaches in ELT	An	C	Assignment In-class discussion Written Test

CO5	Design lesson plans & assessment tools for diverse learners.	C	M	Assignments Written test Practical
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Advanced Theories and Approaches of Language Acquisition	19	24
	1	Constructivist-Sociocultural and Cognitive Theories1 Overview of Constructivist Theory Sociocultural Theory of Language Acquisition (Vygotsky) Activities: Discussion on key principles of constructivist, sociocultural, and cognitive theories. Group activities analysing case studies applying these theories to language learning contexts Reflective journaling and personal teaching practices in light of these theories.	4	
	2	Constructivist-Sociocultural and Cognitive Theories Cognitive Approach to Language Learning (Piaget) Implications of these theories for language teaching and learning Activities: Discussion on key principles of constructivist, sociocultural, and cognitive theories	3	
	3	Task-Based Language Teaching (TBLT) Activities:, Workshop on designing task-based activities, Peer observation and feedback sessions on implementing TBLT , Analysis of authentic task-based materials, Group project to create lesson plan.	3	

	4	<p>Interactive Strategies for Advanced Language Acquisition</p> <p>Activities: Role-playing exercises simulating real-life communication situations. Peer-led discussions and debates on language-related topics. Collaborative projects requiring teamwork and communication.</p> <p>Hands-on practice using language learning apps and online platforms.</p>	3	
	5	<p>Krashen's Monitor Model</p> <p>Activities: Theoretical Discussions; Group discussions on key theories with a focus on practical applications</p>	3	
	6	<p>Cummins' theories on cognitive academic language proficiency (CALP) and basic interpersonal communicative skills (BICS)</p> <p>Activities : Debate on theoretical approaches: Students argue for / Against assigned theories/Approach</p> <p>Collaborative projects exploring real-world applications of these theories in language education contexts</p>	3	
II	Language Pedagogy and Skills Development		8	18
	7	<p>Teaching Prose & Poetry</p> <p>Activities: Group work revising the ELT lesson plans and critically analysing how far the theories of teaching poetry and prose is successfully realised in these lesson plans .if there any problem found they have to refine their lesson plans accordingly and they have to come up the reason for the change.</p>	3	
	8	<p>Vocabulary Instruction in Advanced Language Education</p> <p>Activities: Workshop on effective vocabulary instruction techniques</p> <p>Group activities developing vocabulary teaching strategies and presentation. Collaborative lesson planning incorporating vocabulary instruction</p>	2	
	9	<p>Advanced Grammar Instruction and Effective Teaching Approaches</p> <p>Activities: Interactive workshops on teaching advanced grammar structures .Students are asked to choose a theory or an approach and to make a lesson plan for a Grammar class and present it to their class</p> <p>Peer-teaching and micro-teaching sessions for practical application</p>	3	

III	Principles and Practices of Advanced Proficiency Assessments		6	15
	10	Principles underlying advanced proficiency assessments. Activities: group discussion on principles of advanced proficiency assessments Small group activities creating assessment instruments Peer review and refinement of assessments	2	
	11	Formative and Summative Assessment Activities: Group discussion or a debate on the effectiveness of formative/summative evaluation.	2	
	12	Strategies for formative and summative assessment Activities: Group activities developing assessment strategies Role-play scenarios administering and interpreting assessments.	2	
IV	Adaptive Teaching Strategies and Integrating Technology in Advanced ELT		15	13
	13	Psychology of Education : Diverse Learner Profiles Activities: Workshop on Diverse Learners Profiles	1	
	14	Differentiated Instruction Techniques Activities: Workshops on teaching methodologies for diverse learners Small group activities developing differentiated lesson plans Peer review and feedback on lesson plans	2	
	15	Assessment and Feedback for diverse learners Activities: Workshops on assessment strategies for diverse learners Small group activities creating assessment tools. Role-play scenarios administering and interpreting assessments	2	
	16	Integrating Technology in Advanced ELT Introduction to the role of technology in advanced ELT Activities: demonstrative lesson with or without IT group discussion on the effectiveness of IT integrated learning, discussion on the importance of technology in ELT	2	

	17	Effective Integration of Technology Activities: Group activities analysing case studies of successful technology integration Demonstrative class with or without technology and ask them to find out the difference	2	
	18	Digital Tools and Resources 1 Overview of digital tools and resources for language instruction Google Classroom, Duolingo ,Quizlet , Zoom, Pear deck, Edpuzzle, Kahoot!, ReadWorks etc. Activities: Exploration and hands-on practice with specific digital tools:	2	
		Group Activity Students in Each group finding out the effective way to incorporate these tools in to their already made lesson plans of the previous classes		
	19	Digital Tools and Resources 2 Insert learning, Google Scholar, Wikipedia etc.	1	
	20	Online and Blended Learning Activities Case studies analysis of successful online and blended learning programs Group activities designing online and blended learning lesson plans	2	
	21	Implementation of Technology Tools in ELT Practical training sessions on using Google Classroom, Zoom, Pear Deck, etc. Activities: Training sessions on specific technology tools	1	
	22	Collaborative lesson planning integrating technology tools Group discussions on experiences with technology integration Analysis of student engagement and learning outcomes in technology-enhanced lessons Individual reflections on areas for improvement	1	
V	Open Ended Module		12	
	Consider offering the students the chance to create and lead virtual English language lessons or workshops using online platforms I suggest coordinating a teaching internship at a local school to acquire practical, real-world experience.			

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	P07
CO 1	3	-	-	-	-	3	3	2		3	-		-
CO 2	-	3	2	3	-	-	2			-	2		-
CO 3	3	-	-		3	-	-	3		3	3		2

CO4	-	-	-	3	3	-	2			3		2	
CO5	3	3	2	2	2	3				3	3	2	2

Correlation Levels:

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

Assessment Rubrics:

Quiz / Assignment/ Quiz/ Discussion / Seminar 10%

Midterm Exam 10%

Teaching practice(10%)[II&IV Modules]

Final Exam (70%)[Theory]

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO 3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

References:

Core texts:

1. Nagaraj, Geetha. English Language Teaching. Orient Blackswan: 2021. ISBN-13: 978-

9354420788 ISBN-10: 9354420788

2. Sivarajan K. & P.P. John. The Methodology of Teaching English.
- 3 Nunan, David. Task-based language teaching. Cambridge university press, 2004. Bu, Gail Schaefer.
4. "Teaching by principles: An Interactive approach to language pedagogy." Asian Journal of English L Bu, Gail Schaefer.
5. "Teaching by principles: An Interactive approach to language pedagogy." Asian Journal of English Language Teaching 8 (1998): 117-123. anguage Teaching 8 (1998): 117-123.
6. Richards JC, Rodgers TS. Major language trends in twentieth-century language teaching. In: Approaches and Methods in Language Teaching. Cambridge Language Teaching Library. Cambridge University Press; 2001:1-2.

Suggested Readings

1. Har n, H. Douglas. Principles of Language Learning and Teaching. US: J. Carey, 1993. ISBN 0-13- 191966-0
2. Tickoo M.L. Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers. Bangalore: Orient Balckswan: 2009. ISBN 13 978 81 250 2307 4
3. Richards Jack C. & Theodore S. Rodgers. Approaches and Methods in Language Teaching. UK: Cambridge UP, 2010. ISBN 0 521 68325 4 (pbk)
4. Harmer, Jeremy. The Practice of English Language Teaching. New York: Longman, 1996. ISBN 0-582- 74612-4
5. Scrivener, Jim. "The essential guide to English language teaching." (2010).
6. Richards, Jack C., and Theodore S. Rodgers. Approaches and methods in language teaching. Cambridge university press, 2014.
7. Russell, Victoria. Kathryn Murphy-Judy Teaching Language Online
8. Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.
9. Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire. Clevedon, UK: Multilingual Matters.

A Guide for Designing, Developing, and Delivering Online, Blended, and Blipped Language Courses Suggested online courses;-
Coursera: Course: Teaching English: How to Plan a Great Lesson

edX: Course: TESOL Strategies: Supporting ESL Students in Mainstream Classrooms
Future Learn: Course: Teaching English: How to Make Language Lessons More

Engaging TESOL International Association:
Advanced Practitioner Certificate in TESOL; Online Teacher Training: Advanced
Certificate British Council: Course: Teaching for Success: Learning and Learners
University of Oregon (via Canvas Network):

Teaching English to Speakers of Other Languages (TESOL) Advanced Methods
Cambridge University Press - Cambridge English Language Assessment

Suggested online courses;-

Coursera: Course: Teaching English: How to Plan a Great Lesson

edX: Course: TESOL Strategies: Supporting ESL Students in Mainstream Classrooms
Future Learn: Course: Teaching English: How to Make Language Lessons More
Engaging TESOL International Association:
Advanced Practitioner Certificate in TESOL; Online Teacher Training: Advanced
Certificate British Council: Course: Teaching for Success: Learning and Learners
University of Oregon (via Canvas Network)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	TRANSLATION THEORY AND PRACTICE				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites			Proficiency in English and at least one more language		
Course Summary			This course serves to improve the bilingual proficiency of the learners by introducing them to the basic theoretical concepts of translation along with emphasis on practical exercises. The learners also acquire an overview of the various technological aids in the field.		

Course Outcomes:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Comprehend the basic terminologies and concepts of translation theory	U	C	Instructor-created exams / Quiz
CO 2	Comprehend the relevance of translation in the global context	U	P	Practical Assignment / Observation of Practical Skills

CO 3	Gain ability and experience in translation skills	Ap	C	Practical Assignment
CO 4	Acquire enhanced communication competence across languages	Ap	C	Instructor-created exams / Home Assignments
CO 5	Acquire proficiency in using language learning technologies and digital communication tools that augment translation skills	Ap	P	Practical Assignments
CO 6	Familiarised with translated works	Ap	M	Reading assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus

Module	Unit	Content	Hrs 60	Marks (70)
I	Overview of the Evolution of Translation		10	15
	1	Definition of translation	1	
	2	Brief overview of its evolution	1	
	3	Cultural aspects of translation	1	
	4	Untranslatability	2	
	5	Equivalence	3	
	6	Translation of idioms and phrases	2	
	Activities:	Translating idioms and phrases to comprehend issues in translation		
	References:	1. Translation Studies: Susan Bassnett 2. Encyclopedia of Translation: Mona Baker (Ed.)		

II	Types of Translation		10	15
	7	Translation types- interlingual, intralingual, inter-semiotic, rank, scale, full, partial, literal, phonological, graphological, reverse translation, transcreation	4	
	8	Technical translation	2	
	9	Translating business and legal documents	2	
	10	Translating media	2	
	Activities:	Translating samples of business letters, legal documents, news reports, magazine articles		
	References	1. Translation Studies: Susan Bassnett 2. Encyclopedia of Translation: Mona Baker (Ed.) 3. Eric Poirier, Daniel Gallego-Hernandez. (Ed.) Business and Institutional Translation		
III	Digital Translation		10	15
	11	Computer aided translation	3	
	12	Algorithms, pre editing, post editing	3	
	13	Translation Memory	2	
	14	Online translation Platforms	2	
	Activities:	Examining the efficacy and shortfalls of computer aided translation available in platforms like Google Translate		
	References:	Machine Translation: Its Scope and Limitations: Yorick Wilks		
IV	Translation Theories		20	25
	15	The ancient debate between literal/close translation and free translation	2	
	16	Translation and meaning, theorizing translation under structuralism	3	
	17	James S Holmes theorization of translation	2	
	18	Skopos theory, Poly systems theory	2	

	19	The Rewriting-Culture school of Translation Studies	3	
	20	Postcolonial translation studies	2	
	21	Feminist Translation Studies	2	
	22	Translation and adaptation	2	
	23	Transcreation	2	
	Activities:	Comparative study of the same work in the same TL by different translators to perceive the role played by gender, politics, religion etc. in translation		
	References	<p>The Translation Studies Reader: Lawrence Venuti</p> <p>A Textbook of Translation: Peter Newmark</p> <p>Mona Baker. The Routledge Encyclopedia of Translation</p>		
V	Open Ended Module		12	
		Mini projects, internships, consultancies and assignments based on the syllabus	12	

Books and References:

The Translation Studies Reader: Lawrence Venuti

A Textbook of Translation: Peter Newmark

The Routledge Handbook of Translation History: Christopher Rundle

Translation Strategies in Global News: Claire Scammel

Machine Translation: Its Scope and Limitations: Yorick Wilks

Legal Translation in Context: Professional Issues and Prospects: Annabel Borja Albi and Bernando Prieto (Ed), Peter Lang AG, 2013.

Scientific and Technical Translation: Maeve Olan. Routledge, 2016.

Business and Institutional Translation: Eric Poilier and Daniel Gallego (Ed), Cambridge Scholars, 2018.

The Routledge Encyclopedia of Translation: Mona Baker

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PS O5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	-	-	3	-	-	-	-	-	-
CO 2	1	-	1	3	3	2	-	3	-	-	-	2	-
CO 3	1	2	-	3	3	2	1	1	3	2	-	1	1
CO 4	1	1	1	3	3	2	1	1	3	2	-	-	1
CO 5	1	-	-	2	3	2	2	1	3	3	-	-	1
CO 6	1	1	2	2	2	1	1	3	3	2	-	-	-

Correlation Levels:

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

Assessment Rubrics

Components of Internal Evaluation	4 Theory Modules (20)	Open ended Module (10)
Test Paper/Mid semester exam	10	4
Mini Project	6	4
Assignment	4	2

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 2		<input type="checkbox"/>	<input type="checkbox"/>	
CO 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO 4	<input type="checkbox"/>			<input type="checkbox"/>

CO 5		<input type="checkbox"/>	<input type="checkbox"/>	
CO 6	<input type="checkbox"/>			<input type="checkbox"/>

Programme	BA Functional English and Psychology (Double Major)				
Course Title	DIGITAL HUMANITIES				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic understanding of humanities studies and familiarity with digital tools and technologies				
Course Summary	This course offers an introductory exploration of the field of Digital Humanities, focusing on the diverse ways in which technology can enhance academic investigation, analysis, and communication within the humanities. It will encourage students to engage in the investigation and analysis of digital tools, approaches, and critical perspectives. It aims to bring an understanding of the impact of technology on the examination and dissemination of the literary, the cultural and the historical.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Use Digitally-oriented research objectives, methodologies, and media in discipline-specific investigations.	Ap	C	Assignment Seminar Presentation In-class discussion Written Test
CO2	Analyse information and technology in a critical manner.	An	B	Assignment Seminar Presentation In-class discussion Written Test
CO3	Evaluate existing digital platforms that can be used for data creation, curation and analysis within different fields like literature, history, arts, and music.	E	C	Assignment Seminar Presentation In-class discussion Written Test

CO4	Formulate digital methods projects that have humanities questions at the core.	C	C	Assignment Seminar Presentation In-class discussion Written Test
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs (48 +12)	Marks (70)
I		Understanding Digital Humanities	10	15
	1	Defining Humanism	2	
	2	Historical overview and development of Humanities	2	
	3	Evolution of digital technology	1	
	4	Defining Digital Humanities	2	
	5	New media experience	2	
	6	Artificial intelligence and machine learning	1	
		Activity- In groups, students use AI tools in the class for academic/research purposes. Group discussions may be arranged to share the experiences.		
		References: What is Digital Humanities?- https://www.youtube.com/watch?v=n9kwa71jvNs What is Digital Humanities?- https://www.youtube.com/watch?v=zUy3Uq4AQI4		
II		Culture and Technology	10	15
	7	Machine mediation and cultural production	4	
	8	Electronic Theatre	1	
	9	Attention Economy- Remix culture	2	
	10	Memory and the Digital Archives	3	
		Activity- Give performances incorporating digital possibilities		

		References: “The Economics of Sharing” Extract from Chapter 5 “Culture” of Cognitive Surplus, Clay Shirky. Shakespeare’s staging (https://shakespeare.berkeley.edu/)		
III		Digital Reality	20	25
	11	Data surveillance- Dataism- Slacktivism – Hacktivism	6	
	12	Ideology and Nationalism in the context of digital humanities	3	
	13	Copyright and ethicality	5	
	14	Digital Humanities and Literary Studies	6	
		Activity- Analyse select digital games, archives and libraries		
		References: “The Digital Humanities and Humanities Computing: an Introduction” from A Companion to Digital Humanities. Susan Schriebman, Ray Siemens, and John Unsworth Ed. https://companions.digitalhumanities.org/DH/ “Reading on Screen: The New Media Sphere” (Part III.10) from A Companion to Digital Literary Studies. Ray Siemens and Susan Schriebman Ed. https://companions.digitalhumanities.org/DLS/?chapter=content/9781405148641_chapter_10.html		
IV		Digital Data	8	15
	15	Cambridge Analytica Data Scandal	1	
	16	Data Privacy	2	
	17	Presenting data visually for humanities research	2	
	18	Bake news, Virality	3	
		Activity- In groups, students shall make memes using relevant apps. Discuss possibilities of virality in groups.		
		References: “Databases” by Stephen Ramsay in A Companion to Digital Humanities. (Susan Schriebman, Ray Siemens, and John Unsworth Ed.) (https://companions.digitalhumanities.org/DH/?chapter=content/9781405103213_chapter_18.html)		
V		Open Ended Module: Teaching Digital Humanities	12	

		Presentations on Book talk communities, Viral videos, Booktubers, Literary Websites, Social media book promotion	12	
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Suggested Readings:

Books

Burdick, Anne, Johanna Drucker et al. Digital Humanities. MIT Press, 2016.

Drucker, Johanna. The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship. Routledge, 2021.

Drucker, Johanna. Introduction to Digital Humanities: Concepts, Methods, and Tutorials for Students and Instructors. 2014.
<https://archive.org/details/IntroductionToDigitalHumanities>

Eve, Martin Paul. The Digital Humanities and Literary Studies. OUP, 2022.

Gold, Matthew K. ed. Debates in the Digital Humanities. University of Minnesota, 2012
 Haraway, Donna J. A Cyborg Manifesto.
https://monoskop.org/images/4/4c/Haraway_Donna_1985_A_Manifesto_for_Cyborgs_Science_Technology_and_Socialist_Beminiism_in_the_1980s.pdf

Schreibman, Susan, Ray Siemens et al. A New Companion to Digital Humanities. Wiley-Blackwell, 2016. Shirky, Clay. Cognitive Surplus: How Technology Makes Consumers into Collaborators. Penguin, 2011. Wymer, Kathryn C. Introduction to Digital Humanities. Routledge, 2021.

Journals:

Digital Humanities Quarterly

<https://www.scimagojr.com/journalsearch.php?q=21100898016&tip=sid&clean=0>

International Journal of Digital Humanities <https://www.springer.com/journal/42803>

Online Resources:

Digital Humanities Now <https://digitalhumanitiesnow.org/>

NYU Libraries (<https://guides.nyu.edu/english-and-american-literature/open-access-digital>) Case Studies and Projects:

Digital Harlem: Everyday Life, 1915-1930 <http://digitalharlem.org>

Mapping the Republic of Letters <http://republicofletters.stanford.edu/>

Note: The course is divided into five modules, with four modules together having a total of 18 fixed units and one open-ended module with a variable number of units. There is a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 18 units from the fixed modules. The 70 marks shown in the last column, distributed over the

first four modules, are only for the external examination.

Mapping of COs with PSOs and POs:

	PS O 1	PS O 2	PS O 3	PS O 4	PS O 5	PS O 6	PO 1	PO 2	PO 3	PO 4	PO 5	P O 6	PO 7
CO 1	-	-	-	-	-	1	-	-	-	-	-	-	1
CO 2	-	-	2	-	2	-	2	-	-	-	-	-	-
CO 3	-	-	-	-	3	-	-	-	-	3	-	-	-
CO 4	-	-	3	-	-	-	-	-	-	-	3	-	-

Correlation Levels:

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

Assessment Rubrics:

Test paper/ Mid Semester Examination 10%

Seminar/ Viva/ Quiz 10%

Assignment 10%

Final Exam (70%)

External Viva: To be based on a project (done separately by each student) applying digital humanities methods.

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 2	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Programme	BA Functional English and Psychology (Double Major)				
Course Title	ADVERTISING				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	The learner should: familiarise with the basic concepts and definitions related to Advertising and Public Relations acquire basic English language skills				
Course Summary	This course provides an in-depth exploration of advertising and public relations principles and practices across various media platforms. Students will gain hands-on experience in creating effective advertisements and public relations statements for print, TV, and online platforms.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Comprehend diverse mediums of advertising	Understand	B/C	Assignment
CO2	Develop content writing skills for online advertising	Application	P	Assign writing exercises
CO3	Write scripts for television and radio advertising	Application	P	Assign press release exercises
CO4	Develop content writing skills for online advertising	Application	P	Assign PR event exercises

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
 # - Factual Knowledge (B) Conceptual Knowledge (C) Procedural Knowledge (P)
 Metacognitive Knowledge (M)

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks (70)
I	Introduction to Advertising		14	25
	1	Target audience identification for print ads	2	
	2	Target audience identification for print ads	2	
	3	Elements of effective print ad design	3	
	4	Copywriting techniques for print advertising	4	
	5	Optimizing layout for attention and readability	3	
	Activity	Students can be encouraged to create a print advertisement for a fictional product of their choice.		
II	Radio Advertising		10	15
	6	Characteristics of radio as an advertising medium	1	
	7	Understanding radio audience demographics	2	
	8	Writing for Radio Ads	4	
	9	Current trends in radio advertising	2	
	10	Integration of technology and digital platforms	1	

	Activities:	<p>1. Make students listen to different radio ads and initiate a discussion on the different elements that make the radio ad appealing to them. Divide students into groups for the second and third activity. The same group can be maintained for both the activities.</p> <p>2. Students (in groups) can be encouraged to change the print advertisement of the product that they have already written to radio advertisement. A discussion can be initiated on the differences between print and radio advertisements.</p> <p>3. Role Play: Each student in the group can be assigned different roles like director, voice actor etc. The scripts that one group has written can be given to the other group for performing. Instruct the voice actors to perform the script while the directors provide feedback on delivery, pacing, and emphasis. After each performance, facilitate feedback sessions that will make them aware about the areas of improvement.</p>		
III	TV Advertising		14	15
	11	Unique aspects of TV advertising	1	
	12	Targeting diverse TV audience segments	2	
	13	Understanding the impact of visuals and sound in television commercials	1	
	14	The role of effective storytelling in TV ads	2	
	15	Storyboarding and visualizing ad ideas	4	
	16	Writing for TV Advertising	4	

	Activity	<p>1. Some popular TV advertisements can be screened in the classroom. Students may be encouraged to take note of the unique aspects of each advertisement that they have watched such as use of visuals, sound, storytelling techniques, and brand integration. A classroom discussion can be initiated.</p> <p>2. Students, in groups, may be encouraged to choose a product or service and to advertise and write a script for a TV commercial based on the concepts taught.</p> <p>3. Students may be encouraged to create TV advertisements using their mobile phones and screen it before the class. A feedback session can be conducted after each presentation.</p>		
IV	Online Advertising		10	15
	17	Types of online advertising (display, search, social media)	2	
	18	Writing for Different Online Advertising Bormats	2	
	19	Search Engine Marketing (SEM) and Search Engine Optimization (SEO)	2	
	20	Targeting and Personalization in Online Ads	1	
	21	Creative Elements in Online Advertising	2	
	22	Social media advertising	1	

	Activity	<ol style="list-style-type: none"> 1. Students can be divided into groups. Assign each group one of the advertising platforms: display, SEM, or social media. Ask them to research about the characteristics of advertisements that they have observed. A poster presentation of each group about their findings can be initiated. The poster should include key features, benefits, targeting options, and examples of ads for their assigned advertising platform. Facilitate a classroom discussion on the differences of advertisements in diverse platforms. 2. Role Play: Create a fictional advertisement company in the classroom where students can be assigned the roles of advertiser, client, copy writer etc. Instruct each group to develop a creative pitch for an advertising campaign as per the requirements of the customer. Provide guidelines for the pitch, including target audience, campaign objectives, budget, and creative elements to be included. Ask each group to present their innovative ideas before the class, while the other groups can be asked to note down their feedback about each presentation. A classroom discussion can be initiated. 3. Interaction with an industry expert is recommended. 4. Encourage students to create their own online advertisement for a fictional product, considering the aspects that they have learned in the module. 		
V	Open-Ended Module		10	
	Advertising Campaign Legal and regulatory considerations for ads			

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Core Texts

1. Advertising and Promotion: An Integrated Marketing Communications Perspective by George E. Belch and Michael A. Belch
2. Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads by Luke Sullivan
3. Ogilvy on Advertising by David Ogilvy
4. The Copywriter's Handbook: A Step-By-Step Guide to Writing Copy That Sells by Robert W. Bly
5. The Art of SEO: Mastering Search Engine Optimization by Eric Enge, Stephan Spencer, and Jessie Stricchiola (relevant for online advertising)

Suggested Reading

1. Media Planning: A Practical Guide by Jim Surmanek and Jack Z. Sissors
2. The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying by Helen Katz
3. Confessions of an Advertising Man by David Ogilvy
4. Advertising Campaign Strategy: A Guide to Marketing Communication Plans by Donald Parente and Kirsten Strausbaugh-Hutchinson

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	3	-	-	-	-	-	3	-	-	-	-	-	-
CO2	-	-	-	-	-	1	-	-	-	-	3	-	3
CO3	-	3	-	3	-	-	-	2	-	-	-	-	-
CO4	-	-	-	-	-	1	-	-	-	-	3	-	2

Correlation Levels:

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

Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks

- Test paper
- Assignment
- Seminar

Mapping of COs to Assessment Rubrics:

	Test Paper	Assignment	Seminar	End Semester Examination
CO1	•			•
CO2	•			•
CO3	•	•	•	•
CO4	•	•	•	•

Programme	BA Functional English and Psychology (Double Major)				
Course Title	GREEN LITERATURE				
Type of Course	Major				
Semester	VII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre requisites	Language proficiency, Literary appreciation, Environmental ethics				
Course Summary	This course offers a study of the selected regional and world literatures in English translation, the cultural politics within translation, and the socio- cultural, historical and political significance of the texts in translation.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Identify and explain the theoretical concerns in Environmental Studies	R	C	Group Discussion/ Quiz
CO 2	Evolve an ecologically sensitive critical perspective on literary texts across the globe	U	B&C	Discussion notes
CO 3	Explain the socio-political and historical aspects of the major environmental movements in India from life narratives and develop an ethical consciousness to preserve our environment	Ap	C&M	Roleplay/Assignment
CO 4	Analyse the role of tribal and peasant communities in the conservation of environment	An	P	Prepare a critical note

CO 5	Assess the effectiveness of sustainable development	E	P	Oral/written test/Seminars/Debate
CO 6	Create new ecosystems	C	P&M	Project
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I	Theoretical Concepts		16	25
	1	Anthropocentrism, Anthropomorphism & Biocentrism	1	
	2	Deep Ecology, Ecocentrism& Ecocriticism	2	
	3	Ecofeminism, Ecology & Environmentalism	2	
	4	Environmental Justice & Social Ecology	1	
	5	Sustainable Development & Wilderness	1	
	6	“Environmentalism at the Crossroads”- Madhav Gadgil	3	
	7	“The Discovery of Sustainability: The Genealogy of a Term”- Ulrich Grober	3	
	8	Adam Higginbotham Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster (Prologue and Part 2-“Cloud”)	3	
Activity		Discuss the real-life environmental disasters happened globally and locally and their after effects in groups. Prepare a discussion note based on that.		
Core Reading		1. https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/267/files/2012/07/Buell-Glossary-of-Selected-Terms-10hl4kp.pdf 2. Gadgil, Madhav. “Environmentalism at the Crossroads”. Ecological Journeys: The Science and Politics of Conservation in India. Permanent Black. 2001. pp.121-135. 3. Judith Christine Enders, and Moritz Remig. Theories of Sustainable Development. Routledge, 2015. 4. Adam Higginbotham Midnight in Chernobyl: The Untold Story of the World's Greatest Nuclear Disaster. Random House, 2019. (Prologue and Part 2- “Cloud”)		

II		Life Narratives	12	15
	9	Salim Ali. “Special Providence” (from The Ball of a Sparrow, OUP, 1985. Pp 1-11)	3	
	10	Wangari Maathai - Unbowed (Extract– Beginnings 3-11)	3	
	11	The Life of a Tribal Eco-Warrior - Mayilamma (Autoiography – Chapter 1)	3	
	12	The Struggle for Narmada: An Oral History of the Narmada BachaoAndolan, by Adivasi Leaders Keshavbhau and Kevalsingh Vasave -Nandini Oza - (Extract) A Conversation with Keshavbhau Vasave and Kevalsingh Vasave	3	
Activity		Prepare a critical note on the role of tribal community to preserve the environment from the texts prescribed. Enact the role-play of different environmentalists		
Core Reading		1. Ali, Salim. The Fall of a Sparrow. Oxford, Univ. Press, 1988. Pp1-11 2. Wangari Maathai. Unbowed: My Autobiography. London, Arrow, 2008.pp 3-11 3. Mayilamma, The Life of a Tribal Eco-Warrior. Trans. Swarnalatha Rangarajan and Sreejith Varma.Orient Black Swan, 2018. 4. Oza, Nandini. The Struggle for Narmada. Orient Black Swan, 2022.		
II		Poetry	11	15
	13	Water - Ralph Waldo Emerson	1	
	14	Landscapes - John Burnside	2	
	15	The Negro Speaks of Rivers - Langston Hughes	2	
	16	A Bonda Song – (page154-155, Painted Words: An Anthology of Tribal Literature. Ed. G.N. Devy)	2	
	17	Death of a Naturalist - Seamus Heaney	2	
	18	To Ashes - W S Merwin	1	
	19	Bird Song for Two Voices – Alice Oswald	1	
Activity		Analyse the relationship between Man and Environment through ages in the prescribed poems and prepare a critical essay.		

Core Reading		1. https://www.poetryfoundation.org/poems/52342/water-56d230b9c3194 2. https://www.poemhunter.com/poem/carpe-diem-36/ 3. https://www.poetryfoundation.org/poetrymagazine/poems/42032/the-sun-56d2206f0be40 4. https://www.poemhunter.com/poem/landscapes-10/ 5. https://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers 6.Devy, G. N. Painted words: An Anthology of Tribal literature. Penguin, 2002. Pp. 154-155 7. https://www.poetryfoundation.org/poems/57040/death-of-a-naturalist 8. https://voetica.com/poem/6567 9. https://natureandfaithpoetry.wordpress.com/2019/12/09/day-356-birdsong-for-two-voices-alice-oswald/		
IV		Fiction and Documentary	9	15
	20	“Calcutta” from Gun Island - Amitav Ghosh	3	
	21	Budhini – Sara Joseph Chapter1,3,4	4	
	22	Kokoly - Docu movie	2	
Activity		A Debate on Modernization, Development and Sustainability		
Core Reading		1. Amitav Ghosh, Gun Island. Penguin Hamish Hamilton, 2019. 2. Joseph, Sarah. Budhini. Trans. Sangeetha Sreenivasan. Penguin, 2021.Chapter1,3,4 3. https://kokolyfilm.com/		
V		Open Ended Module:	12	
	1	A field visit to bio-diversity areas to cultivate a mind to see all living and non-living forms as life forms A visit to eco-sensitive areas to make students aware of the danger of natural exploitation by humans		
		Interviews with Environmental Activists Engage in the activities for a Green Campus Plan an E-Waste recycling Drive at the Campus Start a Campus Community Garden		

Suggested Reading:

1. Grasso, Maria and Marco Giugni Eds. The Routledge Hand Book of Environment Movements. Routledge, 2022.
2. Gadgil, Madhav, and Ramachandra Guha. This Fissured Land: An Ecological History of India. OUP, 1992.
3. Gerrard, Greg. Ecocriticism. 2nd ed. Routledge, 2012.
4. Pathak, Shekhar. The Chipko Movement: A People’s History. Permanent Black. 2020

Note: The course is divided into five modules, with four having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments

(30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules and is out of 70 marks.

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	P O6	P O 7
CO 1	3	-	2	1	1	1	3	-	-	-	1	1	1
CO 2	1	-	3	-	-	1	3	-	1	-	2	2	1
CO 3	-	1	2	-	-	1	3	-	1	-	1	1	1
CO 4	-	1	3	-	-	1	2	1	-	-	2	2	1
CO 5	1		2	1	-	1	2	-	1	-	3	2	1
CO 6	-	1	-	-	1	1	-	-	1	-	1	3	1

Correlation Levels:

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

Assessment Rubrics:

Final Exam- 70 marks

Internal Assessment- 30 marks:

Test paper

Assignment

Seminar

Mapping of COs to Assessment Rubrics :

	Test paper	Assignment	Seminar	End Semester Examination
CO1	●	●	●	●

CO2	•	•	•	•
CO3	•	•	•	•
CO4	•	•	•	•
CO5	•	•	•	•
CO6		•	•	

Programme	BA Functional English and Psychology (Double Major)				
Course Title	INTRODUCTION TO PUBLISHING				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic knowledge in English language and a general awareness in publishing industry				
Course Summary	This course aims to educate students about the publication industry in general, to make publication-ready content and to get it published.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO 1	Recognize the importance of publication as an essential part of the scientific research process	U	B	Assignments Quizzes
CO 2	Comprehend the history, structure, and key players in publishing.	U	C	Internal Exam, Seminars
CO 3	Identify the stages of the publishing process in sequential order, the professional roles involved in each stage, and publishing models.	U	C	Home Assignments Presentations
CO 4	Develop critical skills for manuscript evaluation, editing, book design, production, and marketing principles.	Ap	P	Assignment

CO 5	Comprehend the impact of technology on the publishing industry and how to write a book proposal.	An	P	Online research and presentation
CO 6	Identify the publication outlets and requirements of various journals in your area of specialization to deal with the mechanics of the submission, review, revision, and publication processes.	An	P	Do a MOOC on publishing from a platform of the student's choice.
CO 7	Publish work on digital platforms like blogs, Kindle Direct Publishing, and Audible.	C	P	Create a blogpost.
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs	Marks
I		Introduction: A brief history and types of publishing.	18	21
	1	History of publishing: Brom Gutenberg to the digital age.	2	
	2	Current state and relevance of the publications and publishing industry.	2	
	3	Structure of the modern publishing industry: publishers, agents, printers, distributors, etc.	3	
	4	Traditional publishing.	2	
	5	Self-publishing.	2	
	6	Hybrid publishing.	2	
	7	Online/Digital Publishing.	2	
	8	Amazon KDP/ Audible and the rest	3	
Activity		1. Group-wise discussion on selected topics based on previous knowledge 2. Topic-wise preassigned presentations 3. Students could prepare a timeline of publishing history. 4. Sharing/Showing videos cherry-picked by relevance from YouTube.		

		E.g. COMPLETE Amazon KDP Tutorial for Beginners (2024) (youtube.com) 9 Steps to Self-Publishing a Book in 2022: A Beginners Guide to Writing & Selling Books (youtube.com)		
II	Key roles and stages of the publishing process		12	19
	9	Agents: Manuscript acquisition and evaluation.	2	
	10	Editors, Typography, and font selection.	2	
	11	Designers: Cover design and layout	2	
	12	Printers: Printing and binding options- Production	2	
	13	Publishers, distributors, distribution,	1	
	14	Social media hands and companion websites	2	
	15	Digital publishing considerations.	1	
Activity		Students preparing a publishing project proposal. Sharing/Showing videos of publishing workshops by relevance from YouTube (Often posted by universities, book fares, and publishing firms) Suggest a few MOOCs for students to choose from and encourage them to complete at least one.		
III	Legal and Financial Aspects of Publishing		10	18
	16	ISBN, Cataloguing Legal issues: copyright, creative commons, libel, contracts.	2	
	17	Ethical considerations in publishing.	2	
	18	Sales channels: bookstores, online retailers, libraries.	2	
	19	Publicity: advertising/publicity/promotion, and PR work Author marketing, book tours, author signing events. Financial aspects of publishing: costs, revenue, royalties, taxation.	4	
Activity		Instructors and students volunteer to research online and prepare and present a paper. Visit a publishing company. Invite a publisher to give an interactive session with students. Assignment and group-wise presentation.		
IV	Future of Publishing		8	12
	20	The future of the book.	3	
	21	The impact of technology: e-books, audiobooks, self-publishing platforms.	2	
	22	Trends in the industry: mergers and acquisitions, digital disruption.	3	

Activity	Guided discussions, Seminar, and Student's paper. Screen a few publishing-themed movies (Magic Beyond Words) Debate (e.g. printed books v/s eBooks') Guest Speaker: Inviting a professional from a publishing firm to speak about their career and insights.		
V	Open Ended Module	12	
	Student Projects -Students could work in teams to develop a publishing proposal for a new book. -Students could author a publication-ready book for digital publication or Amazon KDP -Launch a blog with content of at least three posts.		

Note: The course is divided into five modules, with 22 fixed units in the first four modules and one open- ended module with a few suggested activities. The selected modules require 48 instructional hours, while the open-ended module requires 12 hours. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). However, the final exam covers only the 22 units from the selected modules.

Mapping of COs with PSOs and POs:

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	-	3	2	-	-	-	1	-	-
CO 2	-	-	-	-	-	3	-	-	-	-	-	-	2
CO 3	-	2	-	1	-	-	-	-	1	-	-	-	-
CO 4	-	-	-	1	-	2	1	-	-	-	-	-	3
CO 5	2	1	-	3	-	-	-	1	-	-	-	-	2
CO 6	1	3	-	1	-	-	2		1	-	-	1	-
CO 7	-	1	-	-	2		1	-	-	-	-	-	1

Correlation Levels:

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

Assessment Rubrics:

Internal Assessment – 30 marks

- Test paper
- Seminar/viva
- Assignment Final Exam 70 marks

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1		<input type="checkbox"/>		<input type="checkbox"/>
CO 2		<input type="checkbox"/>		<input type="checkbox"/>
CO 3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 4		<input type="checkbox"/>		<input type="checkbox"/>
CO 5	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 6		<input type="checkbox"/>		<input type="checkbox"/>
CO 7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Core Texts:

- “How to Write a Book Proposal: The Insider's Step-by-Step Guide to Proposalsthat Get You by Jody Rein and Michael Larsen.
- The Creative Penn: Your Guide to Publishing in a Digital Age by Joanna Penn.
- Digital Publishing for Beginners by Tom Corson-Knowles.
- <https://selfpublishingadvice.org/7-processes-of-publishing/>
- Publishing Perspectives: <https://publishingperspectives.com/>.
- Kindle Publishing Guidelines:https://kdp.amazon.com/en_US/help/topic/GU72M65VRBPH43L6
- Book Wars: The Digital Revolution in Publishing by John Wiley
- Managing Intellectual Property in the Book Publishing Industry
- The History of Publishing: A Journey Through Ages by Zul M

Programme	BA Functional English and Psychology (Double Major)				
Course Title	POLITICS OF LANGUAGE				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	Basic skills to comprehend written and audiovisual content so as to understand the functions of language.				
Course Summary	Language has to be conceptualised and understood not as a neutral system, but as a hierarchical network of power relations. Hence, it is necessary to be aware of hierarchies inbuilt in our language. This course intends to expose the learner to texts that uncover such political biases and aims at a critical discussion of this politics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the function of language, and create a spirit of enquiry about its politics.	U	C	Role plays Assignments
CO2	Develop critical thinking in the use and study of language.	U	C	Classroom debates
CO3	Analyse different texts with reference to the larger structures of language.	An	P	Seminar Presentation Reports

CO4	Interpret the cultural bias within texts.	E	P	Term Papers Audiovisual aided presentations
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Detailed Syllabus:

Module	Unit	Content	Hrs 60	Marks (70)
I		Language in the Corporate Era	10	15
	1	The Function of Language- Chomsky (Youtubeinterview)	03	
	2	“The Poetic Torture- House of Language” – Slavoj Zizek	04	
	3	"Politics and the English Language"- George Orwell	03	
		Activities: 1. Create situations and engage in role play to demonstrate various contexts of language use and its varying potential. 2. Analyse multimedia resources to understand the possibilities of language use in diverse contexts. 3. Conduct a classroom discussion on the relationship between language and thought.		
II		Marginality in Language	14	20
	3	Robert Mugabe’s speech on Racism	02	
	4	“Naming the Group” from Simi Linton’s “Reassigning Meaning”	03	
	5	Why I am Not a Hindu- Kancha Ilaiyah(Chapter 1 pages 16-25)	03	

	7	“My English” – Aleena (poem published on Facebook)	02	
	8	Documentary: "13th" directed by Ava DuVernay	04	
		Activities: 1. Discuss in groups about the discriminatory use of colour in language, and each group can make a short presentation in the classroom. 2. Listen to speeches of persuasive nature and examine how language is used in gaining control over social groups. 3. Analyse select pieces of creative writing to study how various categories of identity intersect in language use.		
III	Postcoloniality of Language		12	20
	9	Edward Said: Orientalism (Chapter 3 Part II, pages 226- 229)	04	
	10	Raja Rao: “Foreword to Kanthapura”	04	
	11	Gai Harrison: “A Postcolonial Perspective on Language and Difference in Social Work: Bilingual Practitioners working in Linguistic Borderlands”	04	
		Activities: 1. Compare the uses of language in colonial and postcolonial context and prepare a write- up. 2. Discuss in groups on how postcolonial use of language resists othering.		
IV	Gendered Language		12	15
	12	“Mohanaswamy”: Vasudhendra (translation of the story from Kannada by Rashmi Terdal)	05	
	13	‘I want to apologise to all women’ – Rupi Kaur (poem)	03	
	14	‘The Body of My Language’ – Juliette Tocino-smith (poem)	04	

		Activities: <ol style="list-style-type: none"> 1. Compare different news reports of violence against women and other sexual minorities and try to rewrite them in a gender neutral style and identify the biases at work. 2. Collect articles on women's use of language in literature and conduct classroom discussions on them. 		
V	Open Ended Module		12	
		Autonomy in Language Use Appropriating language to suit users' social context and purpose of communication.		

Core Texts:

The Function of Language: <https://www.youtube.com/watch?v=TzzuPMA8s7k>

<https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/politics-and-the-english-language/>

disability history museum--Education: Essay: Disability History Museum

(disabilitymuseum.org)

<https://youtu.be/X5ZYhlZednE?si=12BIO0DN-8pxsi2O> (Mugabe's speech) Empowering Poems Every Woman Needs To Read | by Arielle | Medium

Iliah, Kancha. Why I am Not a Hindu: A Sudra Critique of Hindutva, Philosophy, Culture and Political Economy. Sage, 2005.

My English. ————— | by GenderCC - Women for Climate Justice | Not Without Us! | Medium.<https://medium.com/notwithoutus/my-english-0de95c293560>

13th.<https://www.youtube.com/watch?v=krfcq5pB8u8>

Rao, Raja.Kanthapura. Penguin, 2014.

Said, Edward. Orientalism: Western Conceptions of the Orient. Penguin, 2016. Poem: The Body Of My Language (outlookindia.com)

The Poetic Torture-House of Language by Slavoj Žižek | Poetry Magazine (poetryfoundation.org)

Vasudhendra. Mohanaswamy. Harper Collins, 2016. 13TH | FULL FEATURE | Netflix (youtube.com)

A postcolonial perspective on language and difference in social work: bilingual practitioners working in the linguistic borderlands: European Journal of Social Work: Vol 10, No 1 (tandfonline.com)

Suggested Reading:

“Politics and the English Language”: George Orwell

“Gendered Media: The Influence of Media on Views of Gender”: Julia T. Wood

On Anarchism: Noam Chomsky

“Language, Gender, and Politics: Putting “Women” and “Power” in the Same Sentence”:

Robin Lakoff

“The Language of Othering”: Louisa Hadley

Note: The course is divided into five modules, with four having a total of 14 fixed units and one open- ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open- ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 14 units from the fixed modules.

	PSO 1	PSO 2	PSO 3	PSO 4	PO 5	PSO 6	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO1	-	2	-	1	-	-	-	1	2	-	-	-	-
CO2	-	-	-	-	-	-	1	-	3	1	-	-	1
CO3	-	1	-	-	1	-	-	2	2	-	-	2	-
CO4	-	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:

Discussion / Seminar/ Video presentations/ Reports 10%

Midterm Exam 10%

Assignments (10%)

Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
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CO 1	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 2	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
CO 4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Programme	BA Functional English and Psychology (Double Major)				
Course Title	PRINCIPLES OF LINGUISTICS				
Type of Course	Elective				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites			Familiarity with basic concepts of language.		
Course Summary			<p>This course provides an overview of the fundamental concepts in linguistics, exploring the structure and function of language. Through theoretical discussions, hands-on activities, and practical applications, students will gain a foundational understanding of linguistic principles and their real-world implications. It also aims to equip students with advanced knowledge and practical skills in applying linguistic theory to real-world language issues.</p>		

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Identify the fundamentals of language, linguistics and their subfields.	R	B	Instructor-created exams / Quiz
CO2	Distinguish between various linguistic varieties and explain the basics of language, linguistics and various approaches to linguistic studies.	U	C	Assignment / Written tests
CO3	Apply linguistic concepts in language use in a real-world context	Ap	P	Seminar Presentation / Group Tutorial Work

CO4	Analyse the phonological, morphological, syntactical, semantic and pragmatic components of English Language	An	C	Instructor-created exams / Home Assignments
CO5	Evaluate linguistic concepts assessing their contribution to various discourses	E	M	Seminar presentation Written test
CO6	Create and perform activities to illustrate various linguistic principles	C	P	Observation of practical skills
<p>* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)</p> <p># - Factual Knowledge(B) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)</p>				

Detailed Syllabus

Module	Unit	Content	Hrs 60	Marks (70)
I	Language and Linguistics: definitions and characteristics		12	15
	1	Introduction to the levels of linguistic analysis: - Phonetics, phonology, morphology, syntax, semantics, and discourse		
	2	Approaches to the study of linguistics - synchronic & diachronic - descriptive & prescriptive - langue, parole, competence and performance, sign, signified and signifier		
	3	Bilingualism – Diglossia		
	4	Language varieties: Idiolect – Dialect – Isogloss-Register – Pidgin-Creole		
	Activity	Group presentations on the various aspects of language and linguistics. Identifying locally available language varieties such as Dialects, Pidgins and Creoles.		

	References:	Syal, Pushpinder. V. Jindal. An Introduction to Linguistics Language, Grammar and Semantics, second edition. Prentice-Hall of India Pvt. Ltd. 2013. (for module 1) What is Linguistics You Tube Link for module 1 https://www.youtube.com/watch?v=bzz1pFWAtMo&t=371s		
II	Morphology and Syntax		12	25
	5	Introduction to Morphology and Syntax		
	6	Word structure- root, stem, affixes, morphemes, allomorphs, free morphemes bound morphemes, derivational and inflectional morphemes		
	7	Morphological operations of the world's languages: word formation		
	8	Major syntactic structures an overview - phrases, clauses, sentences		
	9	Introduction to Traditional Grammar, Structural Grammar, Phrase Structure Grammar and Transformative Generative Grammar		
	10	Introduction to IC Analysis		
	Activity	Morphological analysis exercises. Analysing sentence patterns. Group discussions on different types of grammar.		
	References	V. Syamala. A Textbook of English Phonetics and Structure for Indian Students. Sharathganga Publications. 1992. pp 123-200		
III	Semantics and Pragmatics		12	15
	11	Basics of Semantics-Understanding meaning in language		
	12	Pragmatics and Language Use		
	13	Difference between Semantics and Pragmatics		

	14	Lexical Relations: Synonymy, Antonymy, Polysemy, Homonymy, Hyponymy, Homophony		
	15	Exploring how context influences language use. Deixis: Person, Place, Time, Discourse and Culture		
	Activity	Semantic analysis exercises. Pragmatic analysis of conversational data. Role-playing scenarios to illustrate pragmatic and semantic principles		
	References	Yule, George. The Study of Language. 6th. Ed Cambridge: Cambridge University Press, 2017. pp 319- 340, 360- 378.4		
IV	Computational linguistics		12	15
	16	Introduction to Language and Computers		
	17	Natural language processing		
	18	Computational linguistics applications		
	19	Machine language learning		
	20	Machine Translation (MT)		
	Activity	Read articles or watch videos about the applications of machine learning in different areas, such as healthcare, finance, and manufacturing. Compare the translations of the same text using different machine translation tools. Try translating a short text from your native language to another language using an MT tool and then compare it to a human translation. Create a simple chatbot using online tools or coding platforms. Define the chatbot's personality and purpose		
	References	Speech and Language Processing by Dan Jurafsky and James H. Martin Machine Translation: A Theoretical and Practical Introduction" by Moses and Barker		
V	Open-Ended Module		12	
	Case studies, Student-led research of Regional Language Variants (research projects, preparation of dialect maps or linguistic atlases, analysis of language use in media)			

Core texts

Cruttenden Alan.Gimson's Pronunciation of English. 7th ed 7th ed. Hodder Education.2008.

Delahunty, Gerald P., & James J. Garvey. The English Language: From Sound to Sense. The WAC Clearinghouse; Parlor Press. 2010.

Syal, Pushpinder. V. Jindal. An Introduction to Linguistics Language, Grammar and Semantics, second edition. Prentice-Hall of India Pvt. Ltd. 2013.

V. Syamala. A Textbook of English Phonetics and Structure for Indian Students. Sharathganga Publications. 1992.

Yule, George.The Study of Language.6th. EdCambridge:Cambridge University Press,2017.

Note: The course is divided into five modules, with four having a total of 20 fixed units and one open- ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended ones. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 20 units from the fixed modules.

Mapping of COs with PSOs:

	PSO1	PSO2	PSO3	PSO4	PS O5	PS O 6	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	-	-	3	-	-	-	-	-	-
CO 2	3	2	-	-	-	-	3	-	-	-	-	-	-
CO 3	2	2	-	3	-	-	-	-	-	-	3	-	-
CO 4	2	2	3	-	-	-	-	-	-	-	-	-	-
CO 5	2	2	2	-	-	3	-	-	-	-	3	-	-
CO 6	2	3	-	-	1	-	-	-	-	-	3	-	-

Correlation Levels:

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

Assessment Rubrics:

Test paper/ Mid Semester Examination 10% seminar/ viva/ quiz 10%
Assignment 10%

External: Written Exam 70%

Mapping of COs to Assessment Rubrics:

	Viva voce/ Written Exam	Seminar/Assignment	Observation of practical skills	End Semester Examinations
CO 1	<input type="checkbox"/>			<input type="checkbox"/>
CO 2	<input type="checkbox"/>			<input type="checkbox"/>
CO 3		<input type="checkbox"/>		<input type="checkbox"/>
CO 4		<input type="checkbox"/>		<input type="checkbox"/>
CO 5		<input type="checkbox"/>		<input type="checkbox"/>

ALTERNATIVE EVALUATION PATTERNS

I FEN6EJ303(2): FILM STUDIES

Internals – 30 marks

- 1 Seminar Presentation and Group discussion – 10 marks
- 2 Assignment (Film Review) – 10 marks
- 3 From Open module – 10 marks

External- 70 Marks

a) Group Assignments – 30 marks (any one)

- 1 Making a short film or documentary
- 2 Writing a screenplay for a short film
- 3 Organize an interdepartmental film festival

b End semester written test – 40 marks (2 hours)

- 1 Short Answer questions (6 out of 7) – $6 \times 2 = 12$ marks
- 2 Paragraph questions (4 out of 5) – $4 \times 4 = 16$ marks
- 3 Essay question (one out of two) - $1 \times 12 = 12$ marks

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

Model Question Paper

VI Semester BA Functional English Honours Degree Examinations

FEN6EJ303(2): FILM STUDIES

Time: 2 hours

Marks: 40marks

Section A

Answer any six questions.

(6x2 = 12m)

1. Why do we use High angle shots in films? Give two examples.
2. Evaluate the role of music in 'Pokkuveyil'.
3. Elaborate on the difference between L cut and J cut. Why are they used?
4. Evaluate the use of silence as a powerful tool in 'Bramayugam'.
5. Provide an example of a movie where the use of intra-diagetic sound enhances storytelling.
6. Why was the 1970s and 1980s called 'the golden era of Malayalam cinema'?
7. Analyze the narrative function of an Establishing Shot in introducing key locations and establishing the visual grammar of a film.

Section B

Answer any four questions.

(4x4 = 16m)

8. 'Films were considered to be manifestations of a filmmaker's unconscious.' Explain.
9. How did OTT platforms boom after Covid 19?
10. Analyze the use of cinematography in the film 'Psycho'. How does the camera, editing and sound work to construct horror and suspense?
11. Critically analyze the narrative structure of a film 'Inception', considering its use of plot devices, character development, and pacing.
12. Illustrate the differences in approaches used in Realism and Formalism?

Section C

Answer any one.

(1x12=12 marks)

- 13 Elucidate how the film 'Bicycle Thieves' is a case study of Italian Neorealism.
- 14 Analyze the filmmaking style of Majid Majidi with respect to the film 'Children of Heaven'.

ASSESSMENT RUBRICS FOR THE COURSE-

II. FEN6EJ301(1)- ADVERTISING

1 EXTERNAL ASSESSMENT (70 Marks)

a Practical test-30 marks

The learner should submit a mini project at the end of the semester compiling the activities they have done in the entire semester. The activities that they have to do throughout the semester are given in the activity section of each module in the syllabus. The mini project signed by the teacher in charge and HOD may be forwarded for external evaluation. The external examiner can be an Assistant Professor from Functional English department (in which Advertising is taught as a DSE) / any department in which Advertisement is taught as a course/an industry expert from the area of advertising. On viva, the student should make a presentation on the key features of Radio/TV/Online advertisement of their choice. A viva will also be conducted by the external examiner.

30 marks for external evaluation are distributed under the following heads.

- Mini Project compiling the activities that they have done in the entire semester (10%)
- Presentation on Radio/TV/Online advertisement focusing on the key features (10%)
- Viva (10%)

b END SEMESTER EXAMINATION (40 Marks)

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

QUESTION PAPER MODEL

VI Semester BA Functional English Honours Degree Examinations

FEN6EJ301(1)- ADVERTISING

Time: 2 hours

Max: 40 Marks

Section A

(Answer all. Each question carries 3 marks)

(Ceiling: 12 Marks)

1. Differentiate between newspapers and magazines as types of print media.
2. What are the key characteristics that make radio an effective advertising medium?
3. Discuss the impact of visuals and sound in television commercials and their role in conveying messages to the audience.
4. How does the choice of colors and visuals contribute to the effectiveness of a print ad layout?
5. Describe the significance of typography in print advertising and how it influences readability.
6. How can knowledge of radio audience demographics influence the targeting strategies in advertising?

Section B

(Answer all. Each question carries 6 marks)

(Ceiling: 18 Marks)

7. Discuss the key considerations and strategies involved in writing compelling scripts for TV advertising.
8. Differentiate between search engine marketing (SEM) and Search Engine Optimization (SEO).
9. Discuss the importance of tailored content for different online advertising formats.
10. Explain how personalization enhances the effectiveness of online ads.
11. Discuss the key creative elements in display advertising.
12. Outline the advantages of using social media advertising for businesses.

Section C

(Answer any one. Each question carries 10 marks)

(1*10=10 Marks)

13. Write an essay on the copy writing skills of print advertising.

14. Write an essay on the different types of online advertising. How does writing differ across various online advertising formats?

III. FEN2MN102- GRAPHIC NARRATIVES

ASSESSMENT RUBRICS FOR THE COURSE

I. INTERNAL ASSESSMENT-(30 MARKS)

1.1 ORAL PRESENTATION-10

1.2 SCRIPT WRITING-10

1.3 STORY BOARDING-10

2. EXTERNAL ASSESSMENT-(30+40=70MARKS)

2.1 CREATION OF GRAPHIC NARRATIVE-PAIR WORK/GROUP WORK-20 MARKS

2.2 PRESENTATION AND EXTERNAL VIVA-10 MARKS

2.3 FINAL WRITTEN EXAM- 40 MARK

Question Paper Model

II Semester BA Functional English Honours Degree Examinations

GRAPHIC NARRATIVES

Time: 2 hours

Max:40 marks

Section A

(Answer All. Each question carries 3 marks) (Ceiling:12 Marks)

1. Explain why Will Eisner conceptualizes "Comics" as "Sequential Art". 2. Identify Scott McCloud's description of "the vocabulary of comics."
3. Elaborate on the concept of "the gutter" in comic storytelling.
4. Discuss how graphic reportage differs from traditional journalism.
5. Identify one narrative technique utilized in "Persepolis" by Marjane Satrapi.
6. Examine the central theme explored in "Maus: A Survivor's Tale."

Section B

(Answer All. Each question carries 6 marks) (Ceiling: 18 Marks)

7. Evaluate the significance of visual imagery in graphic narratives, drawing from the ones you have come across.
8. Elaborate on the capacity of graphic poetry as a vehicle for social and political critique, utilizing Fujimoto's work and additional examples.
9. How might cartoons influence public opinion or political discourse of a country.?
10. Investigate how the director Hayao Miyazaki uses visual storytelling techniques to evoke emotion and immerse the audience in the fantastical world of "Spirited Away"
11. Discuss the cultural significance of "The Montgomery Story" within the realm of graphic non-fiction.
12. How effective do you think Jotiba Phule's efforts were in bringing about lasting change in Indian society?

Section C

(Answer any One . Each question carries 10 marks) (1x10=10 Marks).

13. Evaluate political cartoons as a means of expressing dissent and critiquing authority.
14. Analyze one of your favorite animes based on the theoretical concepts you have learned in the course

IV. FEN5EJ303(2) - English for Theatrical Performance

ASSESSMENT RUBRICS

INTERNAL ASSESSMENT- 30%	
COMPONENTS	MARKS
Written assignments, oral presentations, theatrical performance	30
EXTERNAL ASSESSMENT– 70%	
a Practical test-30%	
Performance of a theatrical piece of minimum 8 minutes duration (Individual) / 20 minutes duration (group of maximum 4 members) <i>*In case of group presentations each individual need to be assessed separately</i>	15
Assignment- Writing or rewriting a script for a theatrical performance (3000 words)	15
b) FINAL EXAM- 40%	
Written exam	40

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

V Semester BA Functional English Honours Degree Examinations

FEN5EJ303(2) - English for Theatrical Performance

Maximum Time: 2 Hrs

Maximum Marks: 40

SECTION A

- I Answer any one. Each question carries 10 marks (1x10=10)
- 1 How does language contribute to the creation of character identities and relationships in theatrical performances? Provide examples from the plays you have studied to support your argument..
 - 2 Prepare a script for a one-act play on the theme 'river'.

SECTION B

- II Answer any 3 of the following. Each question carries 6 marks (3x6=18)
- 3 Rewrite the introductory part of the play *Thirst*..
 - 4 Explain the differences in the language used in different theatrical forms.
 - 5 Introduce three new characters in the play *Mother of 1084* with dialogues.
 - 6 Compare the narrative techniques used in the plays *Thirst* and *Mother of 1084*.

SECTION C

- III Answer any 4 of the following. Each question carries 3 marks (4x3=12)
- 7 Prepare an imaginary dialogue between any two famous characters of Shakespeare.
 - 8 Do you think acting involves body and mind?
 - 9 What can be the first dialogue of a King who addresses his subjects just after a war?
 - 10 How does play acting enhance communication skills?
 - 11 Give an example for improvisation.
 - 12 Is theatrical language different from the language we use in daily life?

QUESTION PAPER MAPPING WITH COURSE OUTCOME

QUESTION NO.	COURSE OUTCOME
1	CO3
2	CO3
3	CO3
4	CO2
5	CO3
6	CO4
7	CO3
8	CO4
9	CO1
10	CO4
11	CO3
12	CO1
13	CO1
14	CO3
15	CO3
16	CO2
17	CO3
18	CO2
19	CO3
20	CO3

V. FEN2VN102 Professional English for Career Development

ASSESSMENT RUBRICS

INTERNAL ASSESSMENT-30%

Assignment, quiz, seminar, listening comprehension tasks, short presentations

EXTERNAL ASSESSMENT– 70%

a Practical test-30%

Mock Interview- 15 marks

Group Discussion- 15marks

b) FINAL EXAM- 40%

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Mock Interview/ GD Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓	✓	✓

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

II Semester BA Functional English Honours Degree Examinations

FEN2VN102 Professional English for Career Development

(credits:4)

Maximum Time: 2 hours

Maximum Marks:40

SECTION A

I Answer anyone.Each question carries 10 marks(1x10=10 marks)

- 1 You have been tasked with delivering a presentation to your team on a new project proposal. Develop an outline for your presentation, including the main points you will cover and any visual aids you will use.
- 2 Analyse a case study detailing a workplace conflict between two team members. Identify the underlying issues, propose potential solutions, and outline the steps you would take to facilitate a resolution.

SECTION B

II Answer any three of the following .Each question carries 6 marks (Ceiling:18 Marks)

- 3 You are applying for a managerial position in a multinational company. Draft an email to the hiring manager expressing your interest in the position, highlighting your relevant experience, and requesting an interview.
- 4 During a team meeting, a colleague presents an idea that you disagree with. Describe how you would handle the situation, including strategies for expressing your viewpoint respectfully and resolving any conflicts that may arise.
- 5 13. Explain the concept of personal branding. How can individuals promote their personal brand for career advancement?
- 6 14. Describe two job search techniques that can help individuals find employment opportunities in their desired field.

SECTION C

III Answer any four. Each question carries 3 marks (Ceiling:12 Marks)

- 7 Identify three ways one could expand and strengthen one's network to enhance career prospects.
- 8 Provide three examples of effective business writing and explain how these principles can be applied in professional communication.
- 9 Suppose you are a consultant hired to assess the feasibility of expanding a company's operations into international markets. Would you deliver your findings and recommendations in the form of a report or a proposal to the company's executives? Justify your choice.
- 10 How can visual aids enhance the effectiveness of a presentation?
- 11 How would you handle a challenging conversation or conflict in the workplace? Provide three strategies for effectively managing such situations.
- 12 Provide three examples of how active listening can be demonstrated in a professional setting.

QUESTION PAPER MAPPING WITH COURSE OUTCOME

QUESTION NUMBER	COURSE OUTCOME
1	CO2
2	CO4
3	CO1
4	CO3
5	CO4
6	CO3
7	CO4
8	CO1
9	CO1
10	CO2
11	CO3
12	CO3

VI. FEN1VN101: English for Digital Communication

ASSESSMENT RUBRICS FOR THE COURSE

1. INTERNAL ASSESSMENT(30 MARKS)

1.1 Digital Poster Creation (10 MARKS)

1.2 Editing Email (10 MARKS)

1.3 Collaborative Blog Writing and Editing (10 MARKS)

2. EXTERNAL ASSESSMENT(30+40=70 MARKS)

2.1 Podcast Creation on a topic (20 MARKS)

2.2 Presentation and External Viva (10 MARKS)

2.3 Final Written Exam- (40 MARKS)

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

QP Model

I Semester BA Functional English Honours Degree Examinations

FEN1VN101: English for Digital Communication

Maximum Time: 2 hours

Maximum Mark:40

SECTION A

Answer All. Each question carries 3 marks (Ceiling: 12 Marks)

1. What are the primary purposes of webinars in a classroom?
2. What is hypertext?
3. How do language learning apps enhance language learning skills?
4. What role does AI play in personalized learning?
5. How can you identify MALL from CALL?
6. What is E-zine?

Section B

Answer All. Each question carries 6 marks (Ceiling: 18 Marks)

- 7 . Describe a scenario where LMS can personalize learning experiences for an English language learner.
- 8 . Explain how colonization has led to the development of English as a global language.
9. Discuss the implications of digital platforms used in English classrooms
10. Explain the effective ways of writing email communication
11. Briefly discuss the uses of smartphones in language classrooms.
12. Suggest and analyze in detail the uses of any three language learning apps that you have identified.

Section C

Answer any one. Each question carries 10 marks. (1x10=10 marks)

13. Analyze the role of language learning platforms in the current scenario and discuss some of the useful websites for English language learners.

14. Discuss the major challenges in implementing digital learning platforms in our present education system

VII. FEN4CJ203 - INTRODUCTION TO PHONETICS

ASSESSMENT RUBRICS FOR THE COURSE

1. INTERNAL ASSESSMENT - (30 MARKS)

1.1 Assignment – Transcription accuracy of words, sentences and passages from speech samples provided – 10 marks

1.2 CRP – Student's engagement and participation in class discussions, activities, and exercises related to phonetics – 10 marks

1.3 Test paper to evaluate overall comprehension and retention of phonetic principles – 10 marks

2. EXTERNAL ASSESSMENT - (30+40 =70 MARKS)

2.1 Reading of a given prose passage or a poem with correct pronunciation and intonation - 20 marks

2.2 Presentation and External Viva -10 marks

2.3 Final Written Exam - 40 mark

Question Paper Model

IV Sem BA Functional English Honours Degree Examinations

Introduction to Phonetics

Time: 2 hours

Marks: 40

Section A

Answer all questions. Each question carries 3 marks. (Ceiling - 12 marks)

1. Explain the production of a vowel sound.

2. Identify the syllables in the given words and write down the syllable structure: (a) orange
(b) cucumber

3. Identify and transcribe the vowel sound in the given words: (a) Munch (b) shake

4. Transcribe the given words and mark primary stress: (a) canteen (b) examine

5. Illustrate the difference between British and American vocabulary with three examples.

Section B

Answer all. Each question carries 6 marks (Ceiling - 18 marks)

6. Demonstrate the articulation of the front vowels in RP with the help of the vowel diagram.
7. Explain word accent with examples.
8. Estimate the importance of phonetics in English language teaching and learning
9. Transcribe the given passage phonemically and mark primary stress: It was a glorious morning in early June; the dew still hung heavy on each grass blade and leaf, making rainbow tapestries that defy description, as the waking sunbeams stole into the heart of each round drop and nestled there; the fresh, cool air was sweet with the breath of a thousand flowers, and a beautiful bird chorus filled the earth with riotous melody.

Section C

Answer any one. Each question carries 10 marks. (1x10 =10 marks)

10. Discuss the criteria for describing a consonant sound.
11. Elaborate the areas of difference between British and American English.

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

VIII. FEN5EJ301(1)- PUBLIC RELATIONS

ASSESSMENT RUBRICS FOR THE COURSE

1. EXTERNAL ASSESSMENT (70 Marks)

a Practical test-30 marks

The learner should submit a mini project at the end of the semester compiling the activities they have done in the entire semester. The activities that they have to do throughout the semester are given in the activity section of each module in the syllabus. The mini project signed by the teacher in charge and HOD may be forwarded for external evaluation. The external examiner can be an Assistant Professor from Functional English department (in which Public Relations is taught as a DSE) / any department in which Public Relations is taught as a course/an industry expert from the area of Public Relations. A viva will be conducted by the external examiner.

30 marks for external practical evaluation are distributed under the following heads.

- Mini Project compiling the activities that they have done in the entire semester (15%)
- Viva (15%)

b END SEMESTER EXAMINATION (40 Marks)

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

QUESTION PAPER MODEL

V Semester BA Functional English (CUFYUGP) Degree Examinations

FEN5EJ301(1)- PUBLIC RELATIONS

Time: 2 hours

Max: 40 Marks

Section A

(Answer all. Each question carries 3 marks)

(Ceiling: 12 Marks)

1. Describe the primary role of a PR writer in a communication strategy and explain how it contributes to an organization's overall success
2. Describe the purpose of house journals in PR.
3. Explain the importance of research in PR writing. How can thorough research enhance the effectiveness of a PR campaign?
4. Define the term "Public" in Public Relations. How does understanding the target audience influence PR writing?
5. Explore the importance of search engine optimization (SEO) in web writing and discuss three strategies that writers can employ to optimize their content for better online visibility.
6. Evaluate the evolving trends in the consumption of vlog content. Discuss how PR writers can adapt their approaches to align with changing audience preferences.

Section B

(Answer all. Each question carries 6 marks)

(Ceiling: 18 Marks)

7. Differentiate between writing for traditional media outlets and digital media in PR. How does the approach vary for each?
8. Discuss the role of social media in crisis communication and how PR professionals can utilize these platforms to manage and control narratives during challenging situations.

9. Explain the importance of building and maintaining relationships in PR. How can PR writing contribute to relationship-building with key stakeholders?
10. Outline the key stages involved in organizing a successful event. Discuss the importance of a well-defined timeline and coordination among various teams in the planning process.
11. Discuss three innovative strategies for promoting events in the digital age. Highlight how these strategies can enhance attendance and engagement.
12. Explain the importance of collecting and analyzing feedback for future event planning. Discuss two methods for obtaining valuable feedback from participants and stakeholders.

Section C

(Answer any one. Each question carries 10 marks)

(1*10=10 Marks)

13. Write an essay on writing for different media outlets in PR
14. Evaluate the key strategies involved in organizing events, promoting them effectively, and ensuring comprehensive coverage. Furthermore, analyze the significance of post-event PR activities and follow-up strategies in enhancing the overall success and impact of events.

IX. FEN5FS112: Interview Skills

In order to obtain the best results for this course, it will be better to shift the impetus of the evaluation process from less theory to more practice. The 50 marks kept apart for the written exam may be reduced to 30. The 20 marks removed from the written exam could be used to conduct a mock interview. Based on the performance of students in the mock interview marks may be awarded

V Semester BA (CUFYUGP) Degree Examination October 2024

FEN5FS112: Interview Skills (Credits: 3)

Maximum Time: 1.5 hours

Maximum Marks: 30

Section A

[Answer all. Each question carries 2 marks] (Ceiling: 8 marks)

- 1 The attire for your interview does not determine your chances to be successful in an interview at all. Do you agree with this statement? Give reasons.
- 2 List the three different stages in the interview process?
- 3 From the two questions given below, identify which one is open-ended and which one is close-ended. Give reasons.
 - a Can you walk me through a project you've worked on that you're particularly proud of, highlighting your role and the challenges you faced?
 - b Have you ever used Microsoft Excel before?
- 4 Why is it important to research about the company/organisation before an interview?
- 5 Create a short but compelling Linked In profile description of yourself in not more than five sentences.
- 6 How would you respond to this frequently asked question in an interview: What is your expected salary?

Section B

[Answer all. Each question carries 6 marks] (Ceiling: 12 marks)

- 7 Develop a strategy for handling one difficult behavioural question of your choice for an interview.
- 8 Are there distinct differences in the preparation needed for a corporate interview compared to an academic interview for the same candidate?
- 9 Evaluate the effectiveness of mock interviews in interview preparation.
- 10 Illustrate with examples of how you used active listening techniques while attending an interview.

Section C

[Answer any one .Each question carries 10 marks] (Ceiling: 10 marks)

- 11 Analyse the role of body language and non-verbal skills in attending an interview.
- 12 Imagine you have just completed a job interview for a position you are highly interested in. As the interview comes to a close, the interviewer asks if you have any questions. Reflecting on the principles of ending an interview positively, outline the steps you would take to conclude the interview effectively.

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

X. FEN8EJ402: RESEARCH ARTICLE: WRITING AND PUBLICATION

The contents we aim to deliver through this course demand an application-level evaluation rather than a traditional written exam. Hence, 30 marks from the seventy-mark written exam may be taken for external examination, making the written exam out of 40. For the 30 marks, students may may be asked to send the research article they prepared during the course period to any may publish research articles in national or international peer-reviewed journal. If it is published or accepted for publication, they may be given 30 marks. 25-28 marks could be given if the paper is accepted with revision. If the paper is complete, but not sent to any journal at the time of evaluation, marks should be given based on the status (level of completion and quality as per the contents of the course) of the paper at that time. The general merit of the paper should be taken into consideration for deciding the marks. This suggestion is meant to ensure more practical engagement from the students' side, and to underscore that, any skill is best learned when it is used in the real world.

VIII Semester BA Functional English Honours (CUFYUGP) Degree Examination

October 2024

FEN8EJ402: RESEARCH ARTICLE: WRITING AND PUBLICATION

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 40

Section A

[Answer all. Each question carries 3marks]

(Ceiling: 12 marks)

- 1 The following are the different components of research article: Title, Introduction, Methodology, Results, Discussion, Conclusion. Three important components are missing in this list. Identify them.

- 2 Below are the details of two sources related to English literature. One is a primary source, while the other is a secondary source. Identify which source is primary and which one is the secondary.

Source 1: Title: "Hamlet" Author: William Shakespeare Year of Publication: 1603 Type: Play

Source 2: Title: "A Critical Analysis of Hamlet's Character Development" Author: Dr. Elizabeth Johnson Year of Publication: 2015 Type: Scholarly Article"

- 3 What is the name of this unethical research practice when a researcher includes a section verbatim from a previous paper published by him/her in a similar topic, but without proper acknowledgement?
- 4 Modify this sentence into an unambiguous one: 'The teacher said on Friday he would conduct an exam.'

Section B

[Answer all. Each question carries 6 marks] (Ceiling: 18 marks)

- 5 How can one identify a predatory journal? What are the risks involved in publishing such journals?
- 6 Paraphrase the following paragraph in your language.

In recent years, advancements in technology have revolutionized the way we communicate. From the proliferation of social media platforms to the development of instant messaging apps, our modes of interaction have evolved dramatically. These innovations have not only facilitated greater connectivity but have also reshaped the dynamics of interpersonal relationships. As we navigate this digital landscape, it becomes imperative to critically examine the impact of these technologies on societal norms and individual behaviors.

- 7 What are the consequences of inadequately addressing existing literature while writing a research article or thesis?

Section C

[Answer any one. This question carries 10 marks] (Ceiling: 10 marks)

- 8 Discuss some practical steps to deal with procrastination and writer's block in the writing stage of a research article.
- 9 Illustrate the consequences of plagiarism in academic research. How can researchers avoid unintentional plagiarism?

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

XI . FEN8CJ407/FEN8MN407: Advanced Course in Translation

Internals – 30 marks

- 4 Seminar Presentation and Group work – 10 marks
- 5 Assignment – 10 marks
- 6 From Open module – 10 marks

External -70 marks

a Mini Projects – 30 marks (any one)

- 4 Translate a collection of poetry from Hindi or Malayalam to English
- 5 Translate a collection of short stories from Hindi or Malayalam to English
- 6 Translate a part of novel from Hindi or Malayalam to English

b External written Examination – 40 marks (2 hours)

- 4 Short Answer questions (6 out of 7) – $6 \times 2 = 12$ marks
- 5 Paragraph questions (4 out of 5) – $4 \times 4 = 16$ marks
- 6 Essay question (one out of two) - $1 \times 12 = 12$ marks

Model Question Paper

VIII Semester BA Functional English Honours Degree Examinations October 2024

FEN8CJ407/FEN8MN407: Advanced Course in Translation

Maximum Time: 2 hours

Maximum Marks:40

Section A

Answer any six questions. Each question carries 2 marks.

(6x2 = 12 marks)

1."The wind whispers secrets through the trees,
Leaves dance in its wake,
A symphony of nature's melody,

Serenading the silent night." - From a poem by Emily Dickinson.

Translate the given lines examining how the translators might preserve or adapt the poetic nuances while adhering to Douglas Robinson's theories on translation as interpretation.

2. How would a translation of this passage reflect Lawrence Venuti's concept of foreignization, and what cultural elements might a translator prioritize to preserve the original atmosphere of the text?

3. "In the era of digital transformation, businesses are increasingly turning to artificial intelligence and machine learning to streamline operations and enhance productivity. However, concerns about data privacy and algorithmic bias continue to raise ethical questions about the use of AI technologies in various sectors."

4. Analyze how a translator might navigate the technical terminology and complex concepts in this article, drawing from Peter Newmark's semantic translation approach to ensure accurate transfer of information while adapting the language for a different cultural context.

5. The impact of cross-cultural translations of advertisements

6. Skopos theory of translation

7. Transcreation

Section B

Answer any four questions. Each question carries 4 marks.

(4x4=16m)

8. "The old man sat by the window, gazing out at the rain-soaked streets below. Memories of his youth flooded back as he watched the droplets cascade down the glass, each one a reminder of the passage of time." - From a novel by Haruki Murakami. How might a translator balance fidelity to the author's style and tone with the need to convey the emotional resonance of this passage to readers in a different cultural context, drawing from Douglas Robinson's perspective on translation as interpretation?

9. "I wandered lonely as a cloud

That floats on high o'er vales and hills,

When all at once I saw a crowd,

A host, of golden daffodils." - From "I Wandered Lonely as a Cloud" by William Wordsworth.

Analyze how a translator might convey the imagery and emotional impact of this poem in another language while maintaining the rhythmic flow and rhyming scheme characteristic of the original, considering Lawrence Venuti's concept of domestication and foreignization.

10. Passage: "The rapid spread of misinformation and fake news on social media platforms has prompted calls for increased regulation and fact-checking measures to combat the proliferation of false narratives. However, concerns about censorship and freedom of expression have sparked debates about the appropriate balance between content moderation and user autonomy." - From a news article on online misinformation.

Question: Drawing from Yorick Wilks' insights on machine translation, evaluate the potential implications of automated content moderation systems for addressing the challenges of misinformation while respecting principles of free speech and user privacy.

11. Online translation platforms

12. Issues encountered in translation of business and legal documents

Section C

Answer any ONE question. Each question carries 12 marks

(1x12=12 Marks)

13. Explore Yorick Wilk's views on machine translation and its potential impact on human translators, considering both the opportunities and challenges it presents for the profession.

14.. Passage 1: "The moon hung low in the sky, casting a silvery glow over the quiet village. The streets were empty, save for a stray cat darting between shadows, its eyes gleaming in the darkness." - From a novel by Kazuo Ishiguro.

Passage 2: "The moonlight bathed the village in an ethereal glow, illuminating the cobblestone streets and ancient buildings. Not a soul stirred in the tranquil night, the only sound the gentle rustle of leaves in the breeze." - From a novel by Isabel Allende.

Translate the two passages and do a comparative analysis of how each passage uses descriptive language and imagery to evoke the atmosphere of a nighttime scene, considering Lawrence Venuti's concept of domestication and foreignization.

Evaluation of open - ended module

5th module of a theory - only course is open-ended. Only outline of the syllabus will be given. The courses teacher can prepare the detailed syllabus. This should be approved by the Department Council and a copy should be kept in the department file.

Evaluation of open-ended module is fully internal.

Component of internal evaluation	4-credit courses (Max. marks : 10)	3-credit courses (Max. marks : 5)
Test paper	4	2
Seminar/viva/quiz	4	2
Assignment	2	1

Test paper Component of the internal mark

Percentage of marks for test paper	4 – credit courses (max. marks :4)	3 – credit courses (max. marks :2)
75 and above	4	2
55 to below 75	3	1.5
35 to below 55	2	1
Below 35	1	0.5
Absent	0	0

Courses in Psychology

SEMESTER 1 (CORE 1)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Introduction to Psychology				
Type of Course	Major With Practical				
Semester	I				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This foundational Psychology course offers students a thorough comprehension of Psychology as a scientific discipline, encompassing its historical evolution, diverse perspectives, and various branches. Through an examination of human cognitive processes like attention, perception, and consciousness, the course seeks to foster a heightened insight into the intricate workings of the human mind.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain different perspectives of psychology	U	C	Instructor-created exams / Quiz
CO2	Develops foundational knowledge and the practical application of psychological concepts	U	C	Writing reflective journals
CO3	Distinguish different methods used for studying human behaviour	An	C	Design and conduct interviews or surveys/ Practical Assignment / Observation of Practical Skills
CO4	Apply psychological principles to real-world scenarios, demonstrating the practical relevance of the discipline.	Ap	C	Discussion / Practical Assignments

CO5	Explore foundational psychological principles and theoretical frameworks underlying the concepts of attention, perception, and consciousness.	U	C	Instructor-created exams / Quiz/ Seminars/ Instructor-created exams / Quiz
CO6	Appreciate the value of Psychology and embrace a lifelong learning attitude towards psychological inquiry and discovery	Ap	C	Discussion
* - 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 +30)	Marks (70)
I	Evolution of Psychology		10	15
	1	What is Psychology?	1	
	2	The Evolution of Psychology - Philosophical origin - Psychology's Early History - Psychology's Modern History - Psychology Today	3	
	3	Theoretical Approaches to Psychology: Structuralism, Functionalism, Behaviourism, Psychodynamic Approach, Humanistic Approach, Gestalt Psychology, Cognitive Perspectives, Biological Perspective, Evolutionary Perspective, Socio-Cultural Perspective.	3	
	4	Branches of Psychology, Scope of Psychology.	2	
	5	Evolution of Psychology in India-Colonial and post independent period	1	
II	Scientific methods to study human behaviour		10	15
	6	Psychology as a Science,	1	
	7	Goals of Psychology, Scientific temper and Scientific attitudes	3	
	8	Methods of Psychological research: Observation-Participant and Non-Participant Observation, Naturalistic Observation; Interview Methods- Structured, Semi Structured and Unstructured Interviews. Surveys; Case study; Questionnaires; Correlational studies; Experimental Method.	6	
III	Attention and Perception		15	25
	9	Attention: Types of Attention, Functions of Attention-Factors affecting Attention.	2	

	10	Phenomena associated with Attention: Span of Attention-Division of Attention-Distracted of Attention - Set in Attention.	2	
	11	Selective and Sustained Attention-Theories of Selective Attention	1	
	12	Sensation and Perception; Sensory threshold: Absolute threshold; Difference threshold; Just Noticeable Differences	2	
	13	Perceiving forms, patterns and objects: Perceptual Set, Feature analysis, Bottom-up Processing, Top- Down Processing.	2	
	14	Depth Perception	2	
	15	Perceptual Organization: Gestalt principles, Figure and Ground Segregation, phi-phenomenon.	1	
	16	Perceptual Constancies: Size, Shape, Brightness and Location Constancy	1	
	17	Visual Illusions and Types of Illusion	2	
IV	Consciousness		10	15
	18	Nature of consciousness; Biological Rhythms-Circadian rhythms.	1	
	19	Sleep and waking cycle-Stages of sleep; Functions of sleep; Functions of REM sleep	3	
	20	Dreams	1	
	21	Altered states of consciousness: Hypnosis; Meditation.	2	
	22	Altering consciousness with drugs	3	
V	Experiments and Practical Applications		30	
	1	Carry out any four experiments of the following: <ul style="list-style-type: none"> 1. Span of Attention 2. Distraction of Attention 3. Division of Attention 4. Set in Attention 5. Muller-Lyer Illusion 6. Horizontal Vertical Illusion 	20	
	2	Design and conduct an interview or survey	5	
	3	Assignment: Write a report on prominent psychologists - their entry to psychology "Pathways to Psychology: Tracing the Journeys of Prominent Psychologists".	5	

Books and References:

Coon, D., & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior* (13th ed.). Wadsworth Cengage Learning.

Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.

Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.

Misra, G., & Paranjpe, A. C.(2021). *Psychology in Modern India*. Springer Singapore. <https://scholar.google.com>

Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

Passer, M. W., & Smith, R. E. (2019). *Psychology the Science of Mind and Behaviour* (3rd ed.). McGraw-Hill Education.

Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.

Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	2	-	-	-	-	3	-
CO 2	3	-	-	3	-	-	-	3	2	-	-	3
CO 3	2	-	3	1	-	-	3	-	-	1	2	-
CO 4	3	-	2	3	-	-	-	-	-	1		-
CO 5	3	-	-	-	-	3	-	-	-	2	2	2
CO 6	-	-	2	2	-	-	-	-	2	-	2	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3	✓	✓	✓	✓
CO 4			✓	
CO 5	✓	✓	✓	✓
CO 6	✓			

SEMESTER 2 (CORE 2)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Cognitive Psychology				
Type of Course	Major With Practical				
Semester	II				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course covers fundamental themes in psychology, including cognition, problem-solving and decision-making, and memory and learning. Students explore how people perceive, think, and learn, as well as how they solve problems and make decisions. Understanding these themes provides insights into human behaviour and mental processes, enhancing students' analytical and practical skills.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop the basic understanding of the origin and history of cognitive psychology	U	C	Quiz
CO2	Explain the basic process of problem solving and decision making	U	C	Exam
CO3	Develop fundamental knowledge and practical applications of theories of cognitive domain such as learning and memory	AP	C	Exam/ Seminar
CO4	Apply the principles of learning, memory and forgetting in daily life situation	AP	C	Group discussion / Practical application
* - 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 +30)	Marks (70)
I	Cognition		10	15
	1	Introduction to cognitive Psychology	2	
	2	History of cognitive Psychology- Early History (empiricism and nativism), focus on introspection, focus on behaviour, and cognitive revolution	4	
	3	Types of reasoning: induction and deduction	2	
	4	Psychological theories of reasoning: Mental logic, Mental models and The probabilistic approach.	2	
II	Problem solving & decision making		10	15
	5	Problem solving cycle Types of problems: Well-structured problems and Ill-structured problems	2	
	6	Obstacles of problem solving(types) Aids to Problem Solving: Trial and error, heuristics, algorithm, forming subgoals, searching for analogy, changing the representation of problem	3	
	7	Introduction Decision Making	1	
	8	Classical Decision Theory- The Model of Economic Man and Woman and Subjective Expected Utility Theory	3	
	9	Heuristics and Biases Fallacies	1	
III	Memory and forgetting		14	20
	10	Key process in memory: encoding, storage and retrieval Measuring memory: recall, recognition, relearning	1	
	11	Sensory memory (iconic- echoic), short term memory (rehearsal, chunking), long term memory (declarative, procedural, episodic, Implicit and explicit memory, flashbulb memory, tip of tongue)	3	
	12	Level of processing theory Working memory model – Alan Baddeley	3	
	13	Retrieval cues: encoding specificity principle; context dependent memory and state dependent memory, serial position effect, reconstructive memory; eyewitness testimony, flashbulb memory and meta memory.	2	

	14	Forgetting: Forgetting Curve	1	
	15	Reason for forgetting: decay theory, interference theory, prospective theory, absents of retrieval cues,	2	
	16	Strategies for remembering: rehearsal, elaboration, organization	2	
IV	Learning		11	20
	17	Concept of Learning	1	
	18	Basics of classical conditioning, principles of conditioning: acquisition, extinction, spontaneous recovery, generalization, discrimination and higher order conditioning	2	
	19	Basics of operant conditioning: Law of effect reinforcement, punishment, schedules of reinforcement, shaping and chaining	3	
	20	Cognitive learning: latent learning,	3	
	21	Observational learning	1	
	22	Insight learning	1	
V	Practical Applications		30	
	1	Carry-out any four experiments of the following: 1. Bilateral transfer 2. Rote/ meaningful learning 3. Massed/ Spaced learning 4. Immediate memory span 5. Working memory scale 6. PGI memory scale	20	
	2	Write applications of classical conditioning and operant conditioning in daily life situation	5	
	3	Assignment: Prepare a life skill training module to improve memory	5	

Books and References:

Baron, R.A. (2018). *Psychology*, 5th ed. Pearson education.

Bootzin, R., & Bower, G.H. (1991). *Psychology today - An Introduction*. 7th ed. Mc Graw HillInc.

Braisby, N. & Gellatly, A. (2005). *Cognitive psychology*. Oxford University Press Inc.,

Commer, R. & Gould, E. (2011). *Psychology around Us*. John Wiley & Sons Inc.

Coon, D. & Mitterer, J. O. (2013). *Introduction to Psychology: Gateways to Mind and Behavior*, 13th ed. Wadsworth, Cengage Learning.

Feldman, R. (2011). *Understanding Psychology*, 10th edition. Tata McGraw Hill.

Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education

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Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive psychology*. 6th edition. Wordsworth Cengage Learning.

Weiten, W. (2011). *Psychology: Themes and Variations*, 5th ed. Brooks/Cole Publishing.

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Practical examination will be based on internal evaluations. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	3	-	-	2	-	3	-	2	3	1
CO 2	1	-	3	-	2	-	-	-	-	-	-	-
CO 3	1	-	3	2	1	-	2	3	-	2	-	3
CO 4	1	1	2	3	3	-	-	-	-	-	1	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ **activity points**/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4			✓	

SEMESTER 2 (CORE 3)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Individual Differences				
Type of Course	Major With Practical				
Semester	II				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Dynamics of human behaviour is an intermediate level course which deals with basis of human motivation, emotion, intelligence and personality to undergraduate psychology majors. The students will learn how individual behaviours are driven by different motives, the ways of emotional expressions and the differences of individual behaviour. The course provides the students the opportunity to assess and apply various theories of motivation, emotion, personality and intelligence and also to analyse the efficacy of various measurement techniques in this field.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the basic concepts and theories related with motivation, emotion, intelligence and personality	U	C	Instructor-created exams / Quiz
CO2	Describe the determinants of various behavioural dynamics	U	C	Assignment/ Observation Reports
CO3	Demonstrate skills to assess individual's motivation, emotion, intelligence and personality using psychological tests	An	P	Practical Assignment / Observation of Practical Skills
CO4	Apply the concepts and principles in to everyday life for the enhancement of one's own quality of life and others' welfare.	Ap	C	Discussion / Practical Assignments

* - 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 +30)	Marks (70)
I	Motivation		11	15
	1	What is Motivation? Define Motivation ,Motivation cycle	2	
	2	Classification of Motives: Biological (biogenic) and learned (sociogenic) motives	2	
	3	Intrinsic and extrinsic motivation	1	
	4	Theories of Motivation: Drive theory; Incentive theory; Hierarchy of needs theory; Arousal theory; Goal setting theory; Evolutionary theory; Cognitive theories-Balance theory, Cognitive dissonance theory, Expectancy theory	6	
II	Emotion		11	15
	6	What is Emotion, Definition, Nature of emotion	1	
	7	Components of emotion- The cognitive component, The physiological component; The behavioural component	2	
	8	Classification of emotions: Primary vs Secondary emotions; Plutchik Model, Positive vs Negative emotions.	2	
	9	Expression of emotions; Facial expressions, non-verbal cues and body language.	1	
	10	Theories of emotion: James-Lange theory; Cannon-Bard theory; Opponent process theory; Cognitive appraisal theories of emotion- Schachter's two-factor theory and Lazarus's theory of cognitive appraisal; Facial feedback hypothesis	5	
III	Intelligence		12	20
	11	Nature and Definition of intelligence	1	
	12	The concept of IQ and giftedness; Classification of IQ	1	
	13	Determinants of intelligence – Role of heredity and environment.	1	
	14	Intelligence and creativity	1	
	15	Theories of intelligence- Spearman-Two factor, Cattell- Fluid and crystallized intelligence, Guilford's structure of intellect model, Thurstone's –primary mental abilities, Sternberg- Triarchic approach, Gardner-Multiple intelligence theory, Goleman's emotional intelligence theory; PASS theory.	5	

	16	Assessment of intellectual abilities- Stanford-Binet test, Wechsler scale, Kaufman's scale, RPM, Bhatia, Seguin-Form Board	2	
	17	An Introduction to Artificial Intelligence and Machine Learning	1	
IV	Personality		11	20
	18	Basic Concepts and Definition of personality	1	
	19	Introduction to Psychodynamic perspective to Personality – Freud, Jung, Adler, Horney, Erik Erikson	2	
	20	Introduction to Type and Trait theories of personality – Hippocrate's Typology, Krestchmer's Typology, Sheldon's Typology, Friedman and Rosenman's Typology, Big Five factor, Triguna- Rajas,Tamas,Sattwa Trait theories- Allport, Cattell, Eysenck	3	
	21	Introduction to Humanistic approach to personality – Maslow, Rogers.	2	
	22	Introduction to Behavioural and social learning approach to Personality	1	
	23	Assessment of personality- Questionnaires, Rating scale, Projective techniques, situational tests, Behavioural observation, interview	2	
V	Experiments, Practical Applications and Course Project		30	
	1	Carry-out any three experiments of the following or two experiment from the given list and one additional experiment of instructor's choice: 1. Knowledge of Result 2. Level of Aspiration 3. Seguin Form Board 4. MISIC/ WISC 5. Bhatia's test of intelligence 6. SPM 7. Indian Test of Intelligence by NIEPID	15	
	2	Administer any three of the following Psychological Test or two tests from the given list and one additional test of instructor's choice: 1. Emotional Intelligence 2. 16 PF 3. EPQ R 4. Achievement Motivation Scale 5. Emotional Maturity Scale	10	

	3	<p>Prepare a report on any one of the following activities from the list or one activity related with the course chosen by the instructor:</p> <ol style="list-style-type: none"> 1. Goal-Setting exercise: Ask the students to set a goal that they wish to achieve in immediate future and prepare a chart of specific goals to reach the main goal. And finally, they can mark the attainment of each specific goals step by step and prepare an introspection report of the activity. The activity can be assigned during first module and can be evaluated after submission at the end of the course. 2. Emotional Regulation exercise: Ask the students to prepare a skit that highlight the importance of emotional regulation in interpersonal relationship or one's professional life. (This team activity can have members from five to 10 based on the convenience. Additionally can generate team evaluations from the peer side also.) 	5	
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Books and References:

- Baron, R.A. (1996). *Psychology*. 3ed. Prentice Hall
- Coon, D. (1983). *Introduction to Psychology: Exploration and Application*. West Publishing Co.
- Gerrig, R.J. (2013). *Psychology and Life* (20th ed.). Pearson education.
- Gross, R. (2020). *Psychology the Science of Mind and Behaviour* (8th ed.). Hodder education.
- Passer M.W.& Smith, R E. (2007). *Psychology: The science of mind and behaviour* (3rd ed.). Tata McGraw Hill
- Sternberg, J.R., Sternberg, K., & Mio, J. (2012). *Cognitive Psychology* (6th ed.). Wadsworth Cengage Learning.
- Weiten, W. (2002). *Psychology: Themes and Variations*, 5th ed. New York: Brooks/Cole Publishing co.
- Weiten, W. (2022). *Psychology: Themes and Variations* (11th ed.). Cengage Learning.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning Private Limited.
- Mohsin, S.M. (2016). *Experiments in Psychology*. Motilal Banarsidass.

Note: The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	2	2	-	-	-	2	-	1
CO 2	3	-	-	-	-	-	-	3	-	-	2	3
CO 3	3	2	1	3	-	-	-	-	-	-	-	1
CO 4	3	-	-	-	3	-	-	1	-	3	-	2

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2			✓	
CO 3	✓	✓	✓	✓
CO 4			✓	

SEMESTER 3 (CORE 4)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Brain and Behaviour				
Type of Course	Major with Practicum				
Semester	III				
Academic Level	200 – 299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course provides the foundational level understanding on different biological processes and their relationship with behaviour. The course deals with the structure and functions of different systems which regulates behaviour and introduces various research methods for studying the brains and behaviour.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Explain the structure and functions of the nervous system and process of Neuronal Communication and brain plasticity	R	F	Instructor-created exams / Quiz
CO2	To understand the Neural Mechanism of sensory processing, movement, internal regulation, emotion, learning and memory	U	C	Seminar/ Assignment
CO3	To explain the role of Endocrine system in regulating behaviour	U	C	Seminar Presentation / Group Tutorial Work
CO4	To understand the role of Genetics in determining behaviour	U	F	Instructor-created exams / Home Assignments

CO5	To Critically analyse different assessments and research methods to study brain and behavior	E	P	Reflection Writing assignments & presentations
* - 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 +30)	Marks (70)
I	The Nervous System		15	25
	1	Neurons, Cell body, dendrites, axons, Blood brain barrier, Cerebrospinal fluid	2	
	2	Structure and Functions of Nervous system : Central Nervous System (CNS) -Brain and Cerebral hemisphere- (CNS) Forebrain, Midbrain, Hindbrain, Ventricles and cerebral cortex	2	
	3	The spinal cord-structure and functions.	2	
	4	Peripheral Nervous System (PNS) (spinal nerve and cranial nerve)- Somatic and Autonomic nervous system	2	
	5	Neuronal Communication: Neuronal Signalling : Action potentials and synaptic transmission	2	
	6	Neurotransmitters : Major neurotransmitters – acetylcholine, monoamine, amino acids, peptides, lipids, nucleosides, soluble gases and their roles	2	
	7	Neurotransmitter imbalances and their implication-drug addictions	1	
	8	Brain plasticity, Factors affecting brain plasticity	1	
	9	Neurogenesis, brain mapping, synaptic pruning	1	
II	Brain and Behaviour		12	15
	10	Brain structure that regulates sleep. Brain activity related with stages of sleep and dreaming.	6	
	11	Biological mechanism related to learning	2	
	12	Biological mechanisms related with memory	2	
	13	Neuronal basis of emotional regulation	2	

III	Hormonal and Genetic Influences on Behaviour		10	15
	14	Major Endocrine Glands and Their Hormones	4	
	15	The pituitary gland, thyroid gland, adrenal glands, pancreas, gonads, and their hormones Mechanism of action and different hormonal systems	2	
	16	Genetics and Behaviour	4	
	17	Sex linked and sex-limited genes Gene mutations and genetic disorders Heredity and environment ,Evolution of behaviour	2	
IV	Methods and strategies of research		8	15
	18	Experimental Ablation	1	
	19	Lesion study, Stereotaxic surgery, Histological method tracing neural connections,	2	
	20	Recording and stimulation neural activity - study brain by stimulating activity of specific brain region	2	
	21	Micro electrodes, macro electrodes, magnetoencephalography, CT, PET, MRI, fMRI	1	
	22	Twin study, Adoption study, Split brain studies	2	
V	Practicum		30	
		<p>Students are expected to present a report of any two of the following Activities:</p> <p><i>Field Trips:</i> Organize field trips to real-world applications of neuroscience and the latest research in the field.(eg: Scanning centers)</p> <p><i>Brain Model Making:</i> students can use materials like clay, paper mache, or craft supplies to create models of different brain structures. They can label the structures and present them to the class, explaining their functions.</p> <p><i>Artistic Expression of Brain Function:</i> They can create visual representations of neurons, brain regions, or neurotransmitter systems, incorporating their knowledge into creative artworks through artistic medium of drawing or painting</p> <p><i>Role-Playing Activities:</i> Assign students roles such as neurons, neurotransmitters, or brain regions, and conduct a role-playing activity to simulate neuronal communication. This will help students understand concepts like action potentials and synaptic transmission in a fun and interactive way.</p> <p><i>Case Studies:</i> students write a report on real-life case studies of neurological disorders or endocrine disorders.</p>	30	
Books and References:				
Costandi, M. (2016). <i>Neuroplasticity</i> . MIT press.				

Kolb, B., & Whishaw, I. Q. (1998). Brain plasticity and behavior. *Annual Review of Psychology*, 49, 43–64.

Carlson, NR. (2005). *Foundations of physiological psychology*, Pearson education.

James Kalat. (2013). *Biological psychology*, Oxford university.

Kelly G Lambert. *Biological psychology*, Oxford university.

Pinel, J. P. (2015). *Biopsychology*. Pearson education

Hiller-Sturmhöfel, S., & Bartke, A. (1998). The endocrine system: An overview. *Alcohol health and research world*, 22(3), 153–164.

Sembulingam, K. *Essentials of medical Physiology*, 3rd edition.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	2	-	-	3	-	-	-	-	3	-
CO 2	3	-	2	-	-	-	2	-	-	1	-	2
CO 3	3	-	2	-	3	-	-	-	-	-	-	-
CO 4	3	-	3	1	-	-	-	2	-	2	3	-
CO 5	-	1	-	-	-	-	-	-	-	-	--	3
CO 6	-	-	-		-	-	-	-	3	-	-	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics :

	Internal Exam	Seminar/ Assignment	Seminar / Discussions	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓
CO 5	✓		✓	✓
CO 6				

SEMESTER 3 (CORE 5)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Foundations of Social Behaviour				
Type of Course	Major with Practicum				
Semester	III				
Academic Level	200-299				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total hours
	4	3	-	2	75
Pre-requisites, if any	Nil				
Course Summary	Social psychology explores the individual behaviour in social setting. It includes the scope, methods of social psychology, social perception, group, social influence, leadership, interpersonal attraction and prosocial behaviour. It equips the students to implement the role of social behaviour to interpret real-world situations.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	Demonstrate the fundamental definitions, goals, scope and methods of social psychology as a scientific discipline.	R	F	Practical Assignment / seminar presentations/ case discussions
CO2	To understand the influence of social perception by nonverbal communication, attitudes and attribution.	U	C	Group discussion/ analysing case studies/seminar presentations/test paper
CO3	To analyze the impact of group interactions, leadership and social influence on individual behaviour.	A	P	Group discussion /Case study presentations/ Viva voce

CO4	To evaluate the role of social psychology in shaping patterns of interpersonal attraction and prosocial behaviour.	E	P	Seminar presentation/ group discussion / assignment
CO5	To be able to implement the role of social behaviour to interpret real-world situations.	Ap	M	Test paper/case discussions/ Viva voce
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+30)	Marks (70)
I	Social Psychology-an Overview		8	10
	1	Origin and Development of Social Psychology	2	
	2	Definition and Goal	1	
	3	Scope of Social Psychology	2	
	4	Methods of social psychology- Systematic observation, survey, correlation, experimental method	3	
II	Social Perception, Attribution and Attitudes		13	20
	5	Social Cognition- heuristics, schemas, errors in social cognition.	2	
	6	Social Perception-Definition	1	
	7	Non-Verbal Communication- facial expression, gazes, stares, body language, touching	2	
	8	Deception and micro expressions	1	
	9	Attribution - Definition, Theories - Correspondence inference, Kelly's theory,	2	
	10	Applications of attribution theory, Attribution Errors.	1	
	11	Attitude - Definition, components, functions and formation of attitudes.	3	
	12	Attitude behaviour link	1	
	Group, Leadership and Social Influence		12	20
	13	Groups: Definition, types and functions.	3	

III	14	Social facilitation and social loafing	2	
	15	Leadership – Types -Autocratic, democratic, laissez-faire. Theories- Great man theory, trait theory, transformational theory.	3	
	16	Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Tactics in Online shopping, Obedience and destructive obedience.	4	
IV	Interpersonal Attraction and Prosocial Behaviour		12	20
	17	Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants	3	
	18	Social media and relationship development	1	
	19	Love- Triangular Model of love.	1	
	20	Responding to emergency- Steps	2	
	21	Prosocial behavior - Altruistic personality. Volunteering.	2	
	22	Explaining prosocial behaviour: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism	3	
V	Activities		30	
		<p>Students are expected to present a report of any two of the following Activities.</p> <ol style="list-style-type: none"> 1. Identify and make familiar with research Identify and make familiar with research methods in social psychology. 2. Students can conduct practical sessions related to nonverbal communication and identify micro expressions related to deception. 3. Organize Group discussion of different social psychology topics in the class room and prepare report. 4. Students can be assigned to practice tactics related to social influence. 5. Students can be assigned to do personal place role play 6. Students can perform and experience prosocial behaviour and related factors 		

Books and References

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology, 12th ed.* New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology, 10th ed.* New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.

Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology, 7th ed.* New Delhi : Pearson Education

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage

Suggested Readings

Imam, E. & Tanisha A. C. (2023). Role of social media in interpersonal relationship among youth. *Interpersonal journal for modern trends in science and technology*, 9, 11-18.

Orben, A.C., & Dunbar R. I. M. (2017). Social media and relationship development; effect of valence and intimacy of posts. *Computers in human behaviour*, 73, 489-498.

Thomas, L. (2019). *Online retailer tactics and impulse buying: Consumers welcome tools to avoid it*. University of Michigan news, University of Michigan.

Note: The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	-	-	1	3	2	-	-	1	-	3
CO 2		3	1	2	1	3	-	-	-	2		2
CO 3	2	3	-	3	2	3	2	-	1	3	1	2
CO 4	3	3	-	1	1	3		1	-	2	-	1
CO 5	3	-	1	-	3	-	1	-	2	-	3	1

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓	✓	✓
CO 3		✓	✓	
CO 4			✓	
CO 5	✓	✓	✓	✓

SEMESTER 4 (CORE 6)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Organizational Behaviour				
Type of Course	Major With Practical				
Semester	IV				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	Organizational Behaviour is an interesting as well as challenging field. OB deals with understanding people's behaviour within an organization. It deals with the individual behaviour of employees, group behaviour of employees, and behaviour of employees at the organizational level. This field investigates the impact of various behavioural, cognitive, and affective aspects of human resources on the effectiveness of an organization. This course is crucial in facilitating the students to work efficiently in teams but also relate with others working either individually or in teams.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will be able to understand individual and group behaviour in the organizational context	U	C	Instructor-created exams / Quiz
CO2	The student will be able to explain the concepts related with an organization	U	C	Assignment/ Quizzes /Observation Reports
CO3	The students will be able to demonstrate required skills to work in groups and teams	Ap	P	Practical Assignment / Role Play
CO4	Students will be able to demonstrate interpersonal skills like communication and conflict management	Ap	P	Discussion / Practical Assignments

CO5	Students will be able to analyse the challenges and opportunities managers face in applying organizational behaviour concepts	An	F	Discussion
CO6	Students will be able to apply professional skills developed through the course in one's personal as well as professional life	Cr	M	Discussion/ Assignments
* - 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 +30)	Marks (70)
I	Introduction to Organizational Behaviour		12	20
	1	Work Psychology: (an introduction)	1	
	2	The Concept of Organizations; Traditional V/S Modern Organizations Organizational Behaviour (OB); Definition and nature of OB; Why Study organizational behaviour	1	
	3	Contributory disciplines to OB; An interdisciplinary approach to OB	1	
	4	Major challenges and opportunities of organizational behaviour	2	
	5	Organization structures- Types	1	
	6	Organizational behaviour models	1	
	7	Brief outline of various Organizational Theories	3	
	8	Definition of Management; Management as a Science; Management Functions; Management Roles; Management Levels	2	
II	Understanding People at Work		8	10
	9	Perception – Meaning and definition; Perceptual Process; Importance of perception in OB	2	
	10	Learning- nature of learning (learning as a process and as a product); Application of learning in organizations.	3	
	11	Personality- Definitions of personality; determinants of personality; personality traits; personality and OB.	3	
III	Motivation and Performance		12	20
	12	Motivation – Meaning and Definition; The motivation process	1	
	13	Basic characteristics of work motivation	1	

	14	Motivation theories and research: Content theories and process theories	3	
	15	Techniques of motivation	1	
	16	Work Attitude: Definition; Components- Job Satisfaction, Organizational Commitment; Job Involvement; Work engagement; Perceived Organizational Support	3	
	17	Work Stress: Definition; Causes of work stress; Effective management of work stress	2	
	18	Work-life balance	1	
IV	Group Dynamics		13	20
	19	Definition of group; types of groups; why do people form groups; stages of group development – five stage model; group decision-making – group think, group shift; techniques of group decision-making- interacting groups, brainstorming, nominal group technique, electronic meeting	3	
	20	Understanding work teams – difference between teams and groups; types of teams- problem-solving teams, self-managed work teams, cross-functional teams, virtual teams	2	
	21	Communication: process of communication; direction of communication- downward, upward & lateral; Organizational communication - Formal, grapevine, & electronic communication	3	
	22	Leadership: define leadership; leadership styles; Leadership theories	3	
	23	Conflict and Negotiation: Definition; The conflict process; Bargaining strategies – distributive and integrative bargaining	2	
V	Experiments, Practical Applications and Course Project		30	
	1	Carry-out any two Psychological Test plus any two tests of instructor's choice: 1. Myers- Briggs Type Indicator 2. Big Five Personality Traits 3. Emotional Intelligence Inventory 4. Work stress analysis 5. Occupational stress inventory. 6. Vocational adjustment.	15	
	2	Case Analysis: Ask the students to conduct a case study from any organization and prepare a detailed report. Also organize a discussion of the same in the classroom	10	
	3	Industrial / Organizational Visit: Visit any Organization and Prepare a detailed report including a flow chart on its structure	5	

Books and References:

Greenberg, J. (2011). *Behaviour in Organizations* (10th Ed). Pearson Education

Luthans, F. (2010). *Organizational Behaviour. An Evidence-based Approach* (12th Ed). McGraw Hill Irwin

Nelson, D. L., & Quick, J. C. (2000). *Organizational Behaviour – foundations and challenges* (3rd Ed). Thomson Learning

Robins, S. P., Judge, T. A., Millet, B., and Boyle, M. (2014). *Organizational Behaviour* (7th Ed). Pearson

Saha, J. (2006). *Management and Organizational Behaviour*. Excel Books

Note: The syllabus has five modules. There should be total 23 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 23 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	2	-	2	3	-
CO 2	3	-	-	-	-	-	-	-	-	-	-	-
CO 3	2	3	-	1	3	2	-	-	3	1	-	2
CO 4	2	3	-	3	3	-	-	-	-	-	-	-
CO 5	3	-	2	-	3	--	3	-	-	-	3	3
CO 6	3	-	-	-	3	-	-	3	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Project/ Practical/ Experiment (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3		✓		
CO 4				
CO 5	✓	✓		✓
CO 6	✓			

SEMESTER 5 (CORE 7)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Psychological Skills in Organisations				
Type of Course	Major with Practicum				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	Nil				
Course Summary	This course introduces students to the psychological skills for effective functioning in organizational settings. It covers key areas such as interpersonal skills, communication competencies, emotional intelligence, and diversity management to build stronger interpersonal relationships. The course will help students develop leadership, assertiveness, conflict resolution, and problem-solving skills to navigate complex team dynamics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category #	Evaluation Tools used
CO1	To gain understanding of key human relations skills demanded at the workplace	R	F	Assignment / seminar presentations/ case discussions
CO2	To develop key interpersonal skills and effective management behaviour	U	C	Group discussion/ seminar presentations/ Quiz
CO3	To develop self-awareness and learn self-management through coping with stress and time management	An	M	Assignment/ Case study presentations/ Test paper
CO4	Demonstrating appropriate skills essential in communicating effectively	Ap	P	Seminar presentation/ Analyzing case studies/ group

				discussion
CO5	To perform as a focused leader in today's tough business environment by enhancing competencies like assertiveness, delegation, problem solving, and conflict management	Ap	P	Test paper/ case discussions/ Role playing / Viva Voce
	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 +12)	Marks (70)
I	Self-Management and Social Awareness		10	15
	1	The Nature of Interpersonal Skills	1	
	2	Self-awareness: Meaning and theories; Self-presentation	3	
	3	Awareness of Others: Reading others' behaviour	1	
	4	Johari window - Understanding Self-strengths and Weaknesses	1	
	5	Stress and Coping	2	
	6	Time Management	2	
II	Inter-personal Communication		15	20
	7	Verbal (Oral, writing) and Non-verbal Communication at Work	4	
	8	Overcoming barriers to effective communication	2	
	9	Active Listening and Reflecting	4	
	10	Listening to Non-verbal Messages	2	
	11	Making effective presentations	3	
III	Leadership Development		10	15
	12	Assertiveness	2	
	13	Effective Delegation	1	
	14	Problem Solving, Conflict Management	3	
	15	Helping and Facilitating: Stages in the helping process, Helping skills	4	
IV	Team Building and Diversity Management		10	20

	16	Characteristics of a team, Types of teams	3	
	17	Stages of team development	2	
	18	Developing successful teams, Potential obstacles to success	2	
	19	Negotiating	1	
	20	Diversity Management	2	
	Open-ended Module: Developing Psychological Skills		30	
V	1	Utilise De Bono's Six Thinking Hats method to solve a practical problem.		
	2	Engage in a role playing activity focused on active listening, empathy, rapport-building and providing constructive feedback to refine communication skills.		
	3	Conduct a case study by observing professionals in organizational settings and analyse how psychological skills are applied in real-world scenarios.		

Books and References:

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). Noida: Dorling.

Kindersley. Hayes, J. (2002). *Interpersonal Skills At Work* (2nd edition). New York: Routledge.

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA.

Robbins, S.P. & Hunsaker, P.L. (2015). *Training In Interpersonal Skills: Tips For Managing People At Work* (6th Edition). Delhi: Pearson.

Additional Resources:

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. New York: Fireside.

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

St. James, E. (2001). *Simplify your work life: Ways to change the way you work so you have more time to live*. New York, NY: Hyperion.

Thomack, B. (2012). Time Management for Today's Workplace Demands. *Workplace Health & Safety*, 60(5), 201–203.

Thomas, K.W. and Kilmann, R.H. (1974). *Conflict Mode Instrument*. New York: Sterling Forest.

Tuckman, B.W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.

Note: The syllabus has five modules. There should be total 20 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks

shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	2	-	-	3	2	3	3	-	-	3	-
CO 2	1	2	-	-	2	-	3	3	-	-	3	-
CO 3	-	-	-	2	-	-	-	-	-	3	2	-
CO 4	-	2	-	-	-	-	3	-	-	-	2	-
CO 5	-	-	-	-	3	-	-	3	-	-	3	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Group Discussion / Seminar
- Midterm Exam
- Practical reports of activities (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓			✓
CO 3	✓	✓		✓
CO 4			✓	
CO 5	✓	✓		✓

SEMESTER 6 (CORE 8)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Human Resource Planning and Development				
Type of Course	Major with practicum				
Semester	VI				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	The Human Resource Planning and Development course provides a comprehensive understanding of the strategic management of human capital within organizations. Students will explore key concepts such as workforce planning, talent acquisition, and succession planning to align HR strategies with organizational goals. The course delves into training and development methodologies, performance management, and employee engagement, equipping students with the skills to foster a dynamic and motivated workforce. Through case studies and practical applications, participants will gain valuable insights into optimizing human resources for sustainable organizational success.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Examine the importance and evolution of Human Resource Development (HRD), demonstrating an understanding of its key functions and activities within the framework of HRM processes.	U	C	Instructor-created exams / Quiz
CO2	Evaluate legal considerations, employee rights, and ethical issues in the context of HRD, ensuring a comprehensive understanding of equal employment opportunities and the ethical dimensions of HR practices	E	F	Practical Assignment / Observation of Practical Skills

CO3	Apply man power planning techniques, including anticipating needs, analysing and designing jobs, and implementing recruitment and selection processes, showcasing the ability to address problems and limitations in the acquisition of human resources	Ap	C	Group discussion/ seminar presentations/ test paper
CO4	Develop skills in man power training and development by outlining the purpose, stages, and various types of training, as well as utilizing different training methods, such as employee orientation, management development programs, and career development techniques	Ap	P	Case study presentations/ Viva voce
CO5	Demonstrate a comprehensive understanding of performance appraisal concepts, characteristics, and objectives, while also applying different techniques of performance management within an organizational context	Ap	P	Seminar presentation /group discussion /assignment
CO6	Critically analyse labor relations, collective bargaining, and employee counselling and wellness services and the quality of work life within the context of HRD activities	An	P	Group Discussions/ case discussions
* - 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 +12)	Marks (70)
I	Human Resource Development		9	15
	1	Introduction to HRD-Definition of HRD	1	
	2	Importance of HRD, Evolution of HRD	2	
	3	Functions and Activities of HRM- Frame work of HRD	2	
	4	HRD Process	2	
	5	Legal consideration and Employee rights – Equal employment opportunity – Employee right and Ethical issues	2	
II	Acquisition of Human Resources		14	20
	6	Man power Planning: Uses and benefits of man power planning,	2	

		problems and limitations –Anticipating manpower needs		
	7	Man power planning steps and methods	2	
	8	Designing and Analysing Jobs: Critical issues in analyzing and designing jobs	2	
	9	Job design; approaches and Activities; Job redesign	2	
	10	Job analysis – need for information structured procedures and methods – steps	2	
	11	Man power Recruitment and selection processes – sources and methods of obtaining job applicants – increasing the pool of potentially qualified applicant selection devices. Person-job fit	2	
	12	Recruiting Sources – Activities – selection and placement decisions single predictor, multiple predictor and Assessment Centre approach	2	
III	Training and Development of Human Resources		10	15
	13	Man power training and Development – purpose of training and development, types of training and development, Stages of Training and development	3	
	14	Training Methods - Employee orientation and training, Management development programs, Career Development techniques	3	
	15	Performance Appraisal – Concepts, Characteristics, Objectives, Types of Performance Appraisal, Techniques of performance management	3	
IV	Maintenance of Human Resources		12	20
	16	Compensation and Administration: Wages, salary, Bonus, and performance-based pay. Types of incentive plans.	1	
	17	Indirect compensation – Legal and environmental impact on indirect compensation – Protection procedures – Administrative issues – benefits of indirect compensation.	2	
	18	Employee fringe benefits and social security – Employee benefits – types and objectives.	1	
	19	Labour relation and collective Bargaining Effective Human relations, industrial relations, Industrial disputes. Collective bargaining – negotiation, Arbitration and Industrial discipline	2	
	20	Quality of work life. Employee participation in Management	2	
	21	Employee counselling and wellness services: Counselling as an HRD activity, Psychological Testing and diagnostic in organizations, use of tests in counselling, tests interpretation in counselling and diagnosis with tests, scope and limitation of testing and diagnosis in organizational settings;	2	
	22	Issues in employee counselling; Employee assistance and wellness programs	2	
V	Open Ended Module: competency in the application of psychology in HRD		30	
		The teacher can select one or two activity from the list and also one or two activity of their own choice ensuring a minimum of three		

		different activities:		
	1	Fieldwork: Conduct interviews with HR professionals in different industries to understand how they implement HRD processes within their organizations. or Collaborate with a local business to analyze their manpower planning process and provide recommendations for improvement.		
	2	Assignment: Create a job analysis report for a specific position within a chosen industry, highlighting critical issues and proposing redesign strategies Or Develop a comprehensive training program for a specific job role, outlining the purpose, types, and stages of training Or Analyze and compare different performance appraisal systems used in two organizations, highlighting their concepts, characteristics, and effectiveness.		
	3	Case study on a labor dispute, analyzing the roles of HR professionals, the negotiation process, and the impact on employee relations.		

Books and References:

Bhatia, S.B. K. (2009). *Training and development: concepts and practice*. New Delhi: Deep and Deep publication private limited.

Dessler, G. (2009). *A framework for human resource management*, 5th ed. Pearson/Prentice Hall Publishing.

Nick, P. B., & James, T. W. (2012). *Effective training - systems, strategies and practices*. Pearson.

Noe. R. (2012). *Employee training and development*. New York: McGraw-Hill Education.

Rao, V.S.P. (2005). *Human resource management: Text and cases*, 2nd ed. Excel books.

Swanson, A. R., & Holton III, E. F. (2001). *Foundations of Human Resource Development*. Berrett Koehler Publications. Inc

Tapomoy Deb. (2006). *Strategic Approach to Human Resources Management; Concepts, Tools Application*. Atlantic Publishers and Distributors

Suggested Readings

Pareek, U. (2010). *Training instruments for HRD*. New Delhi: 3rd Edition, Mc Graw Hill.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 45 instructional hours for the fixed modules and 30 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (20 marks) and the fixed

modules (10 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	-	2	2	-	2	-	-	-	-
CO 2	3	-	1	-	2	3	-	2	-	-	-	-
CO 3	3	2	-	-	3	3	-	2	-	2	-	-
CO 4	3	3	-	-	-	3	-	-	-	3	-	-
CO 5	1	-	-	-	2	2	-	-	-	-	-	-
CO 6	-	-	-	3	-	-	-	-	-	-	3	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4			✓	
CO 5	✓	✓		✓
CO 6	✓			✓

SEMESTER 6 (CORE 9)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Introduction to Psychological Research				
Type of Course	Major With Practicum				
Semester	VI				
Academic Level	300 – 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course provides a comprehensive overview of psychological research, encompassing methods, ethics, and statistical analysis. Students delve into scientific and non-scientific approaches, ethical considerations, literature review skills, hypothesis development, variable types, sampling techniques, various research strategies, and data interpretation. The practical component involves hands-on activities, including statistical analysis, coding, identifying research gaps, and crafting research proposals, enhancing students' practical research skills.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Demonstrate fundamental knowledge in planning scientific research in the field of psychology	U	C	Instructor-created exams / Quiz
CO2	Critically evaluate research studies in terms of ethical principles	E	C	Practical Assignment / Seminar
CO3	Demonstrate knowledge in basic quantitative and qualitative data analysis	Ap	P	Practical Assignment

CO4	Write research proposal for scientific study	C	P	Practical Assignment
* - 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 +30)	Marks (70)
I	Fundamentals of Psychological Research		8	15
	1	Methods of Knowing and Acquiring Knowledge: Non-Scientific Methods and Scientific Methods.	1	
	2	Definition of Scientific Research. Steps in the research process.	2	
	3	Ethics in Psychological Research: Basic principles of Belmont Report, APA Ethical guidelines for the use and treatment of human participants in research.	2	
	4	Components of Informed Consent. Guidelines for conducting study with minor, Plagiarism.	2	
	5	Ethical guidelines in conducting animal research.	1	
II	Generating research Ideas		12	15
	6	Sources of Research Ideas: Experience, Theory, Applied Issues, Discussion with expert, Literature review.	2	
	7	Research Literature: Purpose of Review of Literature. Primary and secondary sources. Conducting a literature search: Database (PsycINFO, PsycARTICLES, ERIC, MEDLINE, PubMed, JSTOR, Google Scholar), Indexing: Scopus, Web of Science, UGC Care list.	2	
	8	Review process: Maintaining focus, screening articles and ending a literature search.	3	
	9	Research Map, research gap , Systematic Review. AI based tools: Consensus AI, Elicit AI etc.	2	
	10	Research Problem Vs. Research Question Vs. Research Objectives. Characteristics of Good research question.	2	
	11	Hypothesis: Null, Alternative: Directional, Non-directional, Characteristics of good hypothesis.	1	
	Variables and Participants		7	10

III	12	Variables: Constructs, Operational definition, Types of variables: Independent Variable, Dependent variable, Extraneous variable, confounding variable, Mediating variable, Moderating variable.	2	
	13	Participants: Populations, Target population, Samples, Sampling frame, Representative sample and biased sample. Sampling errors, Volunteers in research studies.	2	
	14	Probability based sampling methods.	1	
	15	Non-probability-based sampling methods.	1	
	16	Sampling methods for online survey.	1	
IV	Research strategies and Reporting		18	30
	17	Research methods: Qualitative, Quantitative and Mixed Methods (Basic Concepts)	3	
	18	<i>Research strategies</i> : Descriptive Research, Correlational research strategy, Experimental, Quasi experimental and Non-experimental research strategy (Basic concepts of the research strategies).	5	
	19	Interpretation of Data (Concepts, Assumptions and Software training only): Fundamentals of descriptive and inferential statistics (Correlation: r , ρ ; Group comparison: t test, Mann Whitney U test, Wilcoxon signed rank test; Chi-square test).	3	
	20	Coding in Qualitative Analysis. Creation of coding unit in qualitative data analysis.	3	
	21	Research Report: Styles: APA; The elements of an APA-Style Research Report. Preparation of research Proposal.	2	
	22	Scientific presentations: Poster and oral presentation.	2	
V	Practical training in research skills		30	
	1	1. Students are expected to submit a report of any five activities. <ol style="list-style-type: none"> Carryout statistical analysis (r, ρ, t test, U test, Signed Rank Test, χ^2) with software and prepare report in APA style (Based on the data given by the instructor). Carryout basic coding of a transcript given by the instructor and carryout quantitative content analysis. Prepare a research gap based on a set of journal articles given by the instructor Prepare a research proposal 2. Prepare an informed consent for hypothetical research. 3. Identification of relevant studies based on the research idea/question. 4. Identification type of variables from the published studies. Discuss the sampling methods used in descriptive, correlation, and experimental researchers. 5. Discuss published studies which adopted mixed research methods	30	

Books and References:

- Coolican, H. (2019). Research Methods and Statistics in Psychology (7th ed.). NY: Routledge
- Gravetter, F. J., Forzano, L.B., & Rakow, T. (2021). Research Methods for the behavioural sciences. UK: Cengage Learning, EMEA
- Gregory, R.J. (2014). Psychological Testing History, Principles, and Applications. London: Pearson Education Limited
- Kenneth Bordens, K. & Abbott, B.B. (2018). Research Design and Methods: A Process Approach (10th ed). NY: McGraw-Hill Education

Note: The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	-	-	2	2	-	-	-	-	2	-	-
CO 3	1	-	2	-	1	-	-	2	2	-	-	1
CO 4	1	-	2	-	1	-	-	-	-	2	-	1

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Practical Reports of three activities (20%)
- End Semester Examination (70%)

Mapping of COs to Assessment Rubrics :

	Quiz	Assignment	Seminar	Midterm Exam	End Semester Examinations
CO 1	✓			✓	✓
CO 2		✓	✓		
CO 3		✓			
CO 4		✓	✓		

Multi-Disciplinary Course (MDC) 1 (Semester 3)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Psychology In Everyday Life				
Type of Course	MDC				
Semester	III				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	The aim of this course is to enrich students' understanding of themselves and others by nurturing a foundation in basic psychology concepts, empowering them to navigate the diverse aspects of everyday life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Develop a foundational understanding of psychology, applying it to enhance everyday life by navigating challenges, fostering character strengths and making informed decisions for personal growth and well-being.	U	C,A,B	Instructor-created exams / Quiz
CO2	Analyse genetic and environmental factors shaping behaviour, master cognitive processes, employ memory enhancement techniques and apply strategies for overcoming biases.	Ap	C	Assignment/created exams
CO3	Apply psychological principles to cultivate emotional intelligence, comprehend motivations, role in daily life, master goal-setting. explore social dynamics and implement strategies for building and maintaining healthy relationships.	Ap	C	Seminar Presentation / Group Tutorial Work

CO4	Analyse Challenges to healthy living, identify sources of stress apply coping techniques, recognize the mental-physical health model, and employ skills for enhancing interpersonal relationships, advancing cognitive understanding in healthy living.	An	C	Instructor-created exams / Home Assignments
CO5	Student will be able to apply psychology in their every day life.	Ap	C,A,B	
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # Cognitive component ©, Affective component (A), Behavioural component (B) Metacognitive				

Detailed Syllabus:

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Concept and meaning of Psychology, relevance of Psychology.	2	
	2	Psychology in everyday life: formation and challenges.	2	
	3	Character strength and virtues.	2	
	4	Practice of everyday living.	2	
II	Understanding of Human Behaviour		10	14
	5	Exploration of genetics and environmental influences on behaviour.	2	
	6	How we think, learn and remember information.	2	
	7	Memory improvement techniques.	2	
	8	Perception and interpretation of the world around us.	2	
	9	Common cognitive biases affecting decision-making, strategies to overcome cognitive biases.	2	
	Emotion, motivation and Social Psychology.		10	14
III	10	Understanding emotions and their impact.	2	
	11	Developing emotional intelligence.	1	
	12	Type of motivation and their role in everyday life.	2	
	13	Goal-setting strategies.	1	
	14	Exploring social dynamics, conformity and obedience.	2	
	15	Building and maintaining healthy relationships.	2	
	Role of Psychology in Health		8	12

IV	16	Challenges to healthy living, Health behaviour: Diet-Exercise, Sleep and Rest.	2	
	17	Sources of stress in everyday life, coping mechanisms and stress reduction techniques.	2	
	18	Model linking to psychology and physical health.	2	
	19	Psychological skills for enhancing interpersonal skills.	2	
V	Conduct activity based on Psychology in everyday life		9	
	20	Conduct group discussion based on present life style and psychological health.		
	21	Observing yourself, family members and friends social interaction style and submit report.		
Books and References Compton, W. C., & Hoffman, E. (2013). <i>Positive Psychology The Science of Happiness and Flourishing</i> (2nd ed.). Belmont, CA Wadsworth. DeWall, C. N., & Myers, D. G. (2023). <i>Psychology in everyday life</i> (6th ed.). New York, NY: Worth. Goleman, D. (1995). <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> . Bantam Books. Peterson, C., & Seligman, M. (2004). <i>Character strengths and virtues</i> . Oxford University Press. Plomin, R., DeFries, J. C., Knopik, V. S., & Neiderhiser, J. M. (2016). <i>Behavioral Genetics</i> (7th ed.). Worth Publishers. Sarafino, E. P., & Smith, T. W. (2016). <i>Health Psychology: Biopsychosocial Interactions</i> . Wiley. Sternberg, R. J., & Sternberg, K. (2016). <i>Cognitive Psychology</i> (7th ed.). Cengage Learning. Suzanne C., de Janasz., Karen O., Dowd., Beth Z., & Schneider. (2015). <i>Interpersonal Skills in Organizations</i> .(5 th ed.). New York , McGraw-Hill Education. Weiten, W. (1998). <i>Psychology: Themes and variations</i> (4th ed.). Thomson Brooks/Cole Publishing Co.				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are a total 36 instructional 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 21 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	3	3	-	-	2	-	-	3	3
CO 2	2	3	2	2	2	-	3	-	2	-	-	-
CO 3	1	3	1	1	2	-	-	-	-	3	-	-
CO 4	1	2	2	2	2	-	3	-	-	-	3	3
CO 5	-	1	-	-	-	-	-	-	2	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

Value-Added Course 1 (VAC 1) (Semester 4)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Well Being & Stress Management				
Type of Course	VAC 1				
Semester	IV				
Academic Level	100-199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Pre-requisites	Nil				
Course Summary	The objective of a stress management course is to understand, prevent, and efficiently cope with stress. It aims to equip individuals with the knowledge and skills necessary to navigate life's challenges effectively, ultimately contributing to a healthier and more fulfilling life.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the nature and key definitions of stress and symptoms associated with being stressed.	U	C	Written assessments.
CO 2	Practice stress risk assessment	U& Ap	C	Assessment/ Discussion
CO3	Practice stress management techniques	An	P	Role play
CO4	Identify the stressful situations and demonstrate the stress management techniques.	Ap	M	Develop and present various real-life scenarios / case studies
CO5	Practice stress management in personal and professional life	E	P	Analysis of skills in different life situations

CO6	Create life skill-based interventions for different age groups- child, adolescent, adult and old age.	An	P	Discussion
* - 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 (36+ 9)	Marks (50)
I	Introduction to Stress		8	10
	1	Stress- Key Definitions	2	
	2	Stressors and its types- (physical, psychological, environmental)	2	
	3	Types of Stress-Eustress, Distress, Acute, Chronic	2	
	4	Symptoms of stress -physical, emotional, psychological, behavioural	2	
II	Sources of Stress		8	10
	5	Sources of stress Frustration and its sources - (internal and external)	2	
	6	Conflict and its types-(Approach- Approach, Avoidance- Avoidance, Approach- Avoidance)	2	
	7	Pressure	2	
	8	Life events- daily hassles	2	
III	Models of Stress		8	15
	9	Flight or fight response , General Adaptation Syndrome	2	
	10	Cognitive appraisal model- Primary and Secondary Appraisal	2	
	11	Diathesis stress model	2	
	12	Stress and immune system	2	
	Stress Management Techniques		12	15
	13	Coping mechanisms- Emotion-focused and problem-focused	2	

IV	14	Relaxation exercises- muscular exercises- breathing- mental relaxation	2	
	15	Meditation and yoga	2	
	16	Mindfulness	2	
	17	Healthy lifestyles	1	
	18	Biofeedback	1	
	19	Cognitive Behaviour Therapy	2	
V	Open Ended Module: Application of stress management.- --Students are expected to submit a report of any two of the following Activities.		9	
		<p>Teachers can choose stress management activities using a combination of direct and indirect methods. Students can actively participate in activities designed by the teacher, with continuous assessment of their performance. An interactive teaching method can be preferred to engage students effectively.</p> <ul style="list-style-type: none"> ● E.g. Encourage students to engage in reflective exercises where they can express their feelings, identify stressors, and explore coping strategies. ● Use self-assessment surveys or questionnaires to allow students to reflect on their stress levels and stress management practices. <p>Suggested activities for different modules (Demonstrate any two)</p> <p>Module 1:</p> <ul style="list-style-type: none"> ● Analyzing the signs and symptoms of stress – to identify the physiological and psychological changes in body and mind. The teacher or students can observe self/ others to evaluate the stressful situations that may be positive/negative. Group activities like surveys, interviews to understand the stress level of individuals. <p>Module 2</p> <ul style="list-style-type: none"> ● Explore the various types of conflict in real life situations /Stories/ Cinema. Categorize them in to each type of conflict. E.g. an approach –approach example is when a person is offered a job that has a good salary and benefits but denies the individual time for 		

		<p>oneself and family.</p> <p>Module 3</p> <ul style="list-style-type: none"> ● Do role play, group activities based on cognitive appraisal theory. ● E.g. ask the participants to count backwards from 1000 by reducing 7 like 993,986,979. Consider those who perceive it as threat as first group and who see it as challenging as second group. Find out the physiological responses of both groups in before and after counting. ● Make group discussions on cultural influences on cognitive appraisal. ● E.g. work – life balance, parent-child interaction patterns. <p>Module 4</p> <ul style="list-style-type: none"> ● Activities – Practice laughter therapy/Guided imagery. ● Identifying and observing one's stressors, stressful situations, and signs, and handling it / Self-evaluation of own stress. ● Assign students an assignment where they must conduct a survey of stress among college students /any other group. ● How do you manage stress- compare between students- unique ways of managing stress- discussion ● Awareness sessions on importance of developing resilience and coping skills with the mix of stress relievers like breathing exercises, time management, connect with others ,sleep, diet and exercise. ● Analyse a case study and make a report on it. 		
<p>Books and References:</p> <p>Baron, R. A. (2004). Psychology. (5th ed). New Delhi: Prentice Hall of India Pvt Ltd.</p> <p>Ciccarelli, S.K., & Meyer, G. E. (2008). Psychology: South Asian Edition, Pearson Education India.</p> <p>Ghosh, M. (2014). Health Psychology: Concepts in Health and Well-being. Pearson Education India.</p> <p>Sarafino, E. P., & Smith, T. W. (2014). Health psychology: Biopsychosocial interactions. John Wiley & Sons.</p> <p>Taylor, S. E., Sirois, F. M., & Molnar, D. S. (1995). Health psychology (p. 474). New York: McGraw-hill.</p>				

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional hours for the fixed modules and 9 hours for the open-ended one. Internal assessments (25 marks) are split between the 5th module (5 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 19 units in the first four modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	-	2	-	1	-	-	-	2
CO 2	-	2	-	-	2	-	-	-	-	-	3	-	-
CO 3	-	-	-	3	3	-	-	3	-	-	-	-	-
CO 4	-	3	-	-	-	-	-	-	-	2	-	3	3
CO 5	1	-	3	-	-	3	-	-	-	-	-	-	-
CO 6	-	2	-	-	2	-	-	3	-	-	2	-	-
CO7	2	-	-	-	-	-	-	-	2	3	-	2	2
CO8	-	-	-	-	2	-	-	-	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam

- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2		✓		
CO 3		✓		
CO 4	✓	✓		
CO 5	✓			✓
CO 6				
CO 7		✓		✓
CO 8				

Skill Enhancement Course 1 (Semester 5)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Psychology and Personal Growth				
Type of Course	SEC 1				
Semester	V				
Academic Level	100 – 199				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	3	3	-	-	45
Course Summary	To understand the basic concept in psychology, knowledge about positive psychology, and to understand the concept self and personality.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	The students will able to explain the basic concept in psychology and the concepts related to personality and self.	U	C,A,B	Instructor-created exams / Quiz
CO2	The student will be able to comprehend the process of self-discovery	An	A,B	Assignment/created exams
CO3	The student will be able to understand emotional, cognitive and interpersonal concept for personal growth	Ap,An	A,B	Seminar Presentation / Group Tutorial Work
CO4	The students will able to understand theoretical aspects in personal growth	An	C	Instructor-created exams / Home Assignments
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				
# Cognitive component ©, Affective component (A), Behavioural component (B) Metacogni				

Detailed syllabus

Module	Unit	Content	Hrs (45)	50 Marks
I	Introduction		8	10
	1	Understanding Psychology: Definition, goals of psychology.	1	
	2	Themes related to psychology as a field of study, Common themes related to subject matter of psychology	1	
	3	Application of psychology: Application of psychology in personal and social life.	2	
	4	Branches of psychology.	1	
	5	Positive Psychology: definition, assumption, and goals.	2	
	6	Well-being: Definition, subjective well-being.	1	
II	Understanding Self		10	14
	7	Understanding the self: self-esteem, self-concept, self-efficacy.	3	
	8	Facilitating self-awareness: Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis.	4	
	9	Self-awareness questionnaires/inventories :	3	
III	Persona: Empirical and philosophical approaches		10	14
	10	Foundation of human development: stages of personality development.	2	
	11	Nature of personality: Definition, personality traits, five factor model, ABCD personality types.	2	
	12	Personality and Self in the Indian thought: Contribution of Indian thought to the understanding of personality and self.	2	
	13	Empirical approaches to personality: Renewed interest in narcissism, Terror management.	2	
	14	Barriers to Personality Development: Managing anxiety shyness and fear, understanding shyness, self-blame, tolerating failure, persisting and celebrating success, mistakes and self-talk.	2	
IV	Competencies of personality		8	12
	15	Emotional Competence: Understanding and expressing emotions.	1	
	16	Managing difficult emotions; Applying emotional Intelligence, emotional regulation.	2	

	17	Cognitive Competence: Setting and achieving goals, Metacognitive strategies	2	
	18	Interpersonal Competence: Effective Interpersonal Communication (Conversational Skills, Listening Skills, Reading Non-Verbal Messages, Improving Communication Climates).	2	
	19	Intimacy and Self-Disclosure in Close Relationships; Managing Interpersonal Conflicts.	1	
V	Conduct activity based on Personal growth		9	
	20	Conduct group discussion based on the factors affecting and hindering self development of a person		
	21	Student should do a study on the self awareness and various techniques associated with it and submit report		

Books and References:

Adler, R. B., & Proctor II, R.F. (2012). *Looking out/Looking in* (14th ed.). Boston, USA.

B. Kuppaswamy. (1990). *Elements of Ancient Indian Psychology*. Konark publishers Pvt. Ltd, India.

Weiten, W. (1998). *Psychology: Themes and variations(4thed)*. Thomson books/colepublishing co.

Misra. B. K. (2008). *Psychology : the study of human behaviour*. New Delhi: prentice Hall of India Wadsworth Cengage Learning

Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy Use and Instruction*. New York: Guilford Press.

Suggested Readings

Alan Carr (2011). *Positive Psychology: The Science of Happiness & Human strengths* (Iledition). Routledge, London & New York.

Baron, R.A. (2004). *Psychology*, 5th ed. New Delhi: Pearson education Carr, Alan (2011). *Positive Psychology* (2nd Ed), New York: Routledge Taylor and Francis Group.

Ciccarelli, S.K. & Meyer, G. E. (2010). *Psychology South Asian Edition*. New Delhi: Person Education.

Weiten, W. & Lloyd, M.A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th ed.). Belmont, CA: Thomson Wadsworth.

Sanghi, S. (2008). *Towards personal excellence*. New Delhi: Response books.

Note: The course is divided into five modules, with four modules together having total 19 fixed units and one open-ended module with a variable number of units. There are total 36 instructional 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 19 units from the fixed modules. The 50 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	2	3	0	1	-	32	-	-	-	3	2
CO 2	3	3	-	1	-	-	-	-	3	-	-	-
CO 3	3	3	-	0	-	3	-	3	-	-	-	3
CO 4	3	2	-	1	-	-	-	-	-	-	3	-
CO 5	-	-	2	-	3	-	2	3	-	2	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓			✓
CO 3	✓			✓
CO 4		✓		✓
CO 5		✓		✓
CO 6				

Elective Course 1 (Semester 5)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Professional Identity & Development				
Type of Course	Elective				
Semester	V				
Academic Level	300-399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	NIL				
Course Summary	The course provides essential skills and knowledge needed to thrive in the professional world. Topics typically include communication skills, time management, networking and workplace etiquette. The course aims to equip graduates with practical tools to excel in their careers and navigate the transition from academia to the workplace effectively				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Students will be able to understand various aspects of skills and learn ways to develop professionalism	U	C	Instructor-created exams / Quiz
CO2	Understand the importance and type of communication in personal and professional life	U	P	Practical Assignment/ Instructor-created exams / Quiz
CO3	Improve skills related with Leadership, team building, decision making and stress management	Ap	M	Presentation / Group Tutorial Work
CO4	Apply the contemporary theories and concepts in to professional life	Ap	C	Practical/ Assignments
* - 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 (48 +12)	Marks (70)
I	Foundations of Personal Development		11	15
	1	Introduction- Learning and Intelligence, Memory	2	
	2	Personal Vs. Professional development, Exploration of Self. Personality- Introversion-Extroversion, Locus of control,	2	
	3	Positive Thinking, Emotional intelligence, Motivation,	2	
	4	Skill Development, Accepting and embracing change	2	
	5	Goal setting and time management	2	
	6	communication and conflict management,	1	
II	Professional Appearance and Communication		11	15
	7	Daily Interview, Professional communication-Direct communication, Tele communication,	3	
	8	Professional Relationship and art of networking- Mentors, fellow students, early career professional.	3	
	9	Public speaking- presentation preparation and pressure	3	
	10	. Art of interview- preparation, Psychology specific preparation.	2	
III	Self-Care as an Obligation		11	20
	11	Self-Care as an ethical Obligation	4	
	12	Personal and professional consequences, occupational hazards, job burnouts, personal and professional considerations.	4	
	13	Self-care lifestyle.	3	
IV	Professional Skill		15	20
	14	Creativity at Workplace: Introduction, Current Workplaces, Creativity, Motivation, Nurturing Hobbies at Work.	2	
	15	The Six Thinking Hat Method	1	
	16	Ethical Values: Ethics and Society, Theories of Ethics, Correlation between Values and Behaviour,	1	
	17	Nurturing Ethics, Importance of Work Ethics, Problems in the Absence of Work Ethics	2	
	18	Capacity Building: Learn, Unlearn and Relearn: Capacity Building, Elements of Capacity Building,	2	
	19	Zones of Learning, Ideas for Learning, Strategies for Capacity Building	1	

	20	Leadership and Team Building: Leader and Leadership, Leadership Traits, Culture and Leadership, Leadership Styles and Trends, Team Building, Types of Teams,	2	
	21	Decision Making and Negotiation: Introduction to Decision Making, Steps for Decision Making, Decision Making Techniques,	2	
	22	Negotiation Fundamentals, Negotiation Styles, Major Negotiation Concepts	2	
V	Stress Management Conduct any two activities		12	
	1	Stress and Time Management: Stress, Sources of Stress, Ways to Cope with Stress		
	2	Relaxation		
	3	Yoga		
	4	Mindfulness		
	5	Psycho-education model for family members		

Books and References:

Bohall G & Bautista M (2017). *The Psychologist's Guide to Professional Development*. Springer.

Chauhan, G S. & Sharma., S (2015) *Soft Skills: an Integrated Approach to Maximise Personality*. Wiley India

Mitra B K. (2016). *Personality Development and Soft Skills*. Oxford Press

Note: The syllabus comprises five modules, totalling 22 units covering both theory and practicum topics. Internal assessments will carry a weightage of 30 marks (20 marks from first 4 modules and 10 marks from 5th module). The end-semester examination will encompass the 22 units across the four modules. The 70 marks allocated in the last column are designated solely for the external examination with first 4 modules.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	3	-	3	-		3		3	-	-	2
CO 2	-	3	-	2	-		3		-	-	-	2
CO 3	-	3	-	-	-		3		-	-	-	-
CO 4	-	-	2	3	3	3	-	2	-	3	3	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		✓

Elective Course 2 (Semester VI)

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Psychology and Media				
Type of Course	Elective				
Semester	VI				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	0	60
Pre-requisites	Nil				
Course Summary	It highlights the relevance of media psychology, the effects of media on diverse individual and group behaviour, and the role of media psychologists for social benefits.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the basic principles and theories of media psychology	U	C	Instructor-created exams / Quiz
CO2	Understand the psychological effects of media	U	C	Discussion/Writing reflective journals
CO3	Understand the techniques involved in media to get public attention	U	C	Assignment / Observation of social events
CO4	Propose the benefits of social media for the social cause	Ap	C	Discussion /Assignments
CO5	Initiate discussions and debates regarding the role of media psychologists in post-truth era	An	F, C	Discussion/ assignment
* - 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 (48+12)	Marks (70)
I	Basics of media psychology		12	19
	1	What is media: types and characteristics	2	
	2	Development of the field of media Psychology	2	
	3	Need for media Psychology	1	
	4	Practicing media psychology	2	
	5	Research methods in media psychology	2	
	6	Media psychology and related disciplines Theoretical issues in Media Psychology	3	
II	Media on human behaviour		13	18
	7	Media Violence and Consequences	2	
	8	Effects of Pornography	2	
	9	Media and prosocial behaviour	2	
	10	Social networking sites: pros and cons	2	
	11	Social media addiction: symptoms and effects Social media and mental health: Benefits and risks	2	
	12	The viewer as Psychologist: identification and parasocial interaction Children socialization through media Role of media figures in Adolescence Media on adolescent body image	3	
III	Media in group behaviour		10	18
	13	Representation of different social groups in media-minority groups, disabled, gender, persons with mental illness	4	
	14	Psychology of the media audiences	2	
	15	Impact of entertainment industries: Understanding the basics of fan culture	2	
	16	Mass media and political campaign: exit poll, paid news	2	
IV	Media and Cultural diversity		13	15
	17	Media and culture(cultural diversity)	2	
	18	Media and social norms	2	
	19	Media in marketing	2	

	20	Role of psychology in advertising	2	
	21	Cognitive and behavioural effects of advertisement (consumer behaviour, lifestyle, awareness, and attitude)	3	
	22	Use of psychological techniques in advertisements	2	
	Open Ended Module: Role of media psychologist for the social benefits		12	
V	1	Writing a report on the use of social media for the social benefits		
	2	suggesting the ways, strategies, and diverse applications of media psychology in social media		
	3	Practical solutions for social media addiction		
	4	Conduct discussion and debate on the role of media psychologists in post-truth era		

Books and References:

- Dill, K. E.(2012). The Oxford Handbook of Media Psychology. New York: Oxford University Press.
- Duffett, M. (2013). *Understanding fandom: An introduction to the study of media fan culture*. Bloomsbury Publishing USA.
- Giles, D. (2003). Media Psychology. London: Lawrence Erlbaum Associates, Publishers.
- Harris, R. J., & Sanborn, F. W. (2014). A cognitive psychology of mass communication (6th ed.). Routledge/Taylor & Francis Group.
- Lauzen, M.M., Dozier, D.M., Horan, N.(2008).Constructing Gender Stereotypes Through Social Roles in Prime-Time Television. *Journal of Broadcasting & Electronic Media*, 52(2), 200- 214.
- Logan, R.K.(2010). Understanding New Media. Extending Marshall McLuhan. New York: Peter Lang Publishing
- Naslund, J. A., Bondre, A., Torous, J., & Aschbrenner, K. A. (2020). Social media and mental health: benefits, risks, and opportunities for research and practice. *Journal of technology in behavioral science*, 5, 245-257.<https://doi.org/10.1007/s41347-020-00134-x>
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2005). *Applied social psychology: Understanding and addressing social and practical problems*. Sage Publications, Inc.

Suggested readings

- Bhatia, T. K. (2007). *Advertising & marketing in rural India: Language, culture, and communication*. Macmillan.

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are a total of 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between

the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	-
CO 2	2	-	-	-	2	3	-	-	-	-	-	-
CO 3	3	-	1	-	2	2	2	3	-	-	-	-
CO 4	3	3	-	-	3		-	-	3	3	3	3
CO 5	2	-	-	2	3	3	-	-	-	2	1	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- internal Exam
- Programming Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment/Quiz	Discussion/ Observation	End Semester Examination
CO 1	✓	✓		✓
CO 2		✓	✓	✓
CO 3		✓	✓	✓
CO 4	✓	✓	✓	✓
CO 5		✓	✓	

SEMESTER VII – CORE 9

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Abnormal Psychology				
Type of Course	Major				
Semester	VII				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	NIL				
Course Summary	Abnormal Psychology-I explores the various dimensions of psychological disorders, their causes, manifestations. This course offers a comprehensive examination of abnormal behaviour, providing students with a solid understanding of theoretical perspectives, and practical applications in the field of psychopathology. Through lectures, readings, case studies, and discussions, students will explore the topics.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the concepts of Mental health and Abnormal Behaviour.	U	C	Instructor-created exams / Quiz
CO2	To categories mental health issues based on existing classificatory system	Ap	P	Practical Assignment
CO3	Analyse the interaction of biological, cognitive and sociocultural factors in abnormal behaviour	Ap	M	Seminar Presentation / Group Tutorial Work
CO4	To elicit case history and carry out mental status examination	Ap	C	Practical/ Assignments
CO5	To Diagnose various mental health issues present in adults	Ap	P	Practical/ Assignments/ Case Presentations

CO6	To be aware of the mental health acts and Government policies	U	C	Instructor Created Exams
* - 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 (48+ 12)	Marks (70)
I	Orientation to Abnormal Behaviour, Classification & Diagnosis		12	15
	1	Mental Health- Definition- Characteristics-Abnormality- Criteria –	3	
	2	Historical views- Bio Psycho-Social Model of Disorders.	2	
	3	Classificatory System- Approaches to classification – Categorical, dimensional and hierarchical models	2	
	4	Systems in classification – ICD – 11, DSM – V, Modifications in DSM V TR-Classifications.	3	
	5	Case history taking and Mental Status Examination.	2	
II	Anxiety Disorders		12	15
	6	Primary Anxiety Disorders	3	
	7	- Primary Anxiety Disorders Sub types- Panic Disorder, Agoraphobia, Specific Phobia, Social Anxiety Disorder, - Prevalence, Clinical Picture and Etiology	3	
	8	Selective Mutism, generalized Anxiety Disorder, Separation Anxiety Disorder. Prevalence, Clinical Picture and Etiology	3	
	9	Case Discussions	3	
III	Other Anxiety and Related Disorders		12	25
	10	Obsessive Compulsive Disorder-Clinical Picture and Etiology	2	
	11	Post Traumatic Stress Disorder, Acute Stress Disorder– Prevalence- Clinical Picture and Etiology	2	
	12	Avoidant Personality Disorder– Prevalence-Clinical Picture and Etiology	2	
	13	Somatic Symptom Disorder and Illness Anxiety Disorder– Prevalence-Clinical Picture and Etiology	2	
	14	Dissociative Disorder- Dissociative Amnesia, Dissociative Identity Disorder, Prevalence - Clinical Picture and Etiology	2	
	15	Depersonalization/ Derealization Disorder– Prevalence-Clinical Picture and Etiology	2	
	Schizophrenia Spectrum and Other Psychotic Disorders		12	15

IV	16	Origins of the Schizophrenia Construct	2	
	17	Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms.	2	
	18	Schizophrenia and Schizophrenia-Like Disorder: Schizophrenia, Catatonia Associated with Another Mental Disorder-Schizophreniform Disorder-Schizoaffective Disorder-Prevalence-Clinical Picture and Etiology	2	
	19	Brief Psychotic Disorder. Prevalence-Clinical Picture and Etiology	2	
	20	Other Psychotic Disorders: Delusional Disorder- Prevalence-Clinical Picture and Etiology	2	
	21	Psychotic Disorder Secondary to medical condition/substance. Prevalence-Clinical Picture and Etiology	2	
	22	Delusional Disorder, Psychotic Disorder Secondary to medical condition/substance- Prevalence-Clinical Picture and Etiology	2	
V	Unit 5: Mental Health Laws & Policies		12	
	1	Understand and submit a report on any one of the following: 1. National Mental Health Policy 2014 & Mental health Care Act 2017 2. PWD Acts, 2016 3. Rehabilitation Council of India (Registration Process) 4. POCSO Act (Interview with a lawyer)		
	2	NMHP & DMHP- Rashtreeya Kishore Swasthya Karyakram (RKSK) Ayushman Bharath Health and Wellness Centers (AB-HWC), Athmanirbhar Bharath Abhiyan, DISA, Chiri, School Mental Health Program, Jeevani center for wellbeing. (Visit different (at least two) centres and Submit observation reports)		
	3.	Activities: Any one of the following 1. Hypothetical case presentations 2. Role plays to practice case history taking and MSE 3. Debate on the clinical utility of DSM and ICD		

Books and References:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev).

American Psychological Association. (2002). Ethical Principles of Psychologists and Code of Conduct. *American Psychologist*, 57(12), 1060–1073. <https://doi.org/10.1037/0003-066X.57.12.1060>

Barlow H.D. & Durand M.V. (2016). *Abnormal Psychology: an integrative approach* (7th Ed.), New Delhi. Cengage Learning.

Hans, G & Sharan, P. (2021). Community-Based Mental Health Services in India: Current Status and Roadmap for the Future. Department of Psychiatry, All India Institute of Medical Sciences, New Delhi, India. doi: <https://doi.org/10.17816/CP92>

Sadock, B. J., & Sadock, V. A. (2007). *Kaplan & Sadock's synopsis of psychiatry: Behavioural sciences/clinical psychiatry* (10th ed.).

<https://rehabcouncil.nic.in/>

Note: The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hrs for the final one. Module V is designed to equip students to understand the characteristics and etiology of disorders. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	-	-	-	3	-	-	-	-	-	2
CO2	3	-	-	-	-		-	2	-	3	2	-
CO3	-	-	-	-	-	3	-	2	-	-	-	-
CO4	-	-	3	-	-	2	2	-	2	3	3	-
CO5	-	2	3	-	1	2	-	-	-	3	3	-
CO6	3	2	-	-	-	-	2	-	2	-	-	3

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)

- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4		✓		✓
CO 5		✓		✓
CO 6		✓		

SEMESTER VII – CORE 10

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Counselling Psychology				
Type of Course	Major				
Semester	VII				
Academic Level	300 -399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-		60
Pre-requisites	NIL				
Course Summary	The Counselling Psychology course provides students with an in-depth exploration of theories, principles, and practical skills essential for the practice of counselling psychology. Through a combination of theoretical study, experiential learning, and supervised practice, students will develop competencies in conducting assessments, providing psychotherapy, and promoting mental health and well-being across diverse populations. Emphasis is placed on the integration of theory and practice, ethical considerations, multicultural competence, and professional development within the field of counselling psychology.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Have conceptual understanding of counselling process and practice counselling	U	C	Instructor-created exams / Quiz
CO2	Acquire theoretical knowledge and basic skills in the areas of psychological counselling.	U	P	Assignment/Seminar/Tutorial
CO3	To understand applications of counselling in various settings	U	F	Seminar Presentation / Group Tutorial Work
CO4	To practice counselling techniques through role plays	Ap	C	Practical/Assignments

* - 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 (48 +12)	Marks (70)
I	Introduction to Counselling		10	15
	1	Counselling – Definition and scope of counselling, Goals of counselling	1	
	2	Distinction between Counselling and Psychotherapy	1	
	3	Types of Counselling-Individual/group- Based on Different setting- Career counselling- premarital counselling, School counselling etc.	3	
	4	Counsellor and counselee characteristics. Characteristics of an effective counsellor	3	
	5	Generic models of counselling- Egan, Hill, Ivey and Ivey (brief)	2	
II	Different Approaches of Counselling		11	15
	6	Approaches to counselling: Psychoanalytic counselling - An overview.	3	
	7	Person-centred counselling -- an overview.	3	
	8	Behavioural counselling - an overview.	3	
	9	Cognitive counselling, Eclectic approach - an overview.	2	
III	Counselling Skills		16	25
	10	Skills- Opening Techniques – Rapport -Greeting, topics, physical arrangements, attitudes, Non-verbal skills (SOLER)- Attending, Listening and Observing Skills	3	
	11	Non-verbal Behaviours: Eye-contact, Facial expressions, Head Nods, Body Postures, Bodily Movements, Space, Tone of Voice, Grammatical Style, Silence, Minimal Verbal Behaviours, Minimal Encouragers, Approval-Reassurance, Non-verbal Behaviours to avoid.	3	
	12	Listening and Observation Skills: Verbal Messages, Non-verbal Messages	2	
	13	Skills for Exploring Thoughts: Restatements, Open questions about Thoughts	2	
	14	Skills for Exploring Feelings, Reflection of feeling, How to reflect feelings, Identifying feeling words. Sources of reflections, Open questions about feelings, Paraphrasing and reflecting meaning, Paraphrasing and reflecting feeling	2	

	15	Helping clients manage reluctance and resistance, Probing and Summarizing, Recognizing patterns and themes, Understanding client's frames of reference, Structuring, Leading and Questioning techniques	2	
	16	Feedback, Skills for fostering awareness, Skills for facilitating Insight; Skills to implement action goals: Open questions for action, Giving information, Feedback about the client, Process advisement, direct guidance, integrating action skills, Termination skills	2	
IV	Counselling in Different Settings and professional issues		11	15
	17	Applications of Counselling in various settings (briefly): School counselling, Career Counselling and Guidance, College counselling	2	
	18	Premarital counselling, HIV/AIDS counselling, counselling for terminally ill, Counselling for LGBTQ+	2	
	19	Group Counselling, and Online Counselling.	2	
	20	Issues faced by beginning Counsellor/Therapist- Dealing with counsellor's anxiety, being yourself and self-Disclosure, Avoiding Perfectionism, being Honest of limitations	2	
	21	Dealing with Demands from clients, sharing responsibility with client, Declining to give advice	2	
	22	Learning to use techniques appropriately, maintaining your vitality as a person and as a professional.	1	
V	Activities		12	
	1	Conduct any two activities and submit a detailed report 1. Role Plays on counseling 2. Demonstration of counselling sessions 3. Awareness about non-verbal behaviours during counselling sessions 4. Demonstrate opening skills of counseling 5. Demonstrate listening / observational skills of counselling	12	

Books and References

Capuzzi, D (2007). Counseling and Psychotherapy: Theories and Interventions. New Delhi: Corey, G (2011). Theory and Practice of Counseling and Psychotherapy (9th Edn) U K: Cengage Learning.

Egan, G. (1990). The Skilled Helper: A systematic Approach to effective helping. Thomson Brooks / Cole Publications Co.

Jones, R. N. (2008). Basic Counselling Skills- A helpers Manual. New Delhi: Sage Publications

Note: The syllabus has five modules. There should be a total of 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 48 instructional hours for the first four modules and 12 hours for the final one. Module V is designed to equip students with counselling skills. Internal assessments (30 marks) are split between vth module.(10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in

the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	3
CO 2	3	3	1	-	-	3	-	-	-	-	-	-
CO 3	-	-	-	2	-	-	-	-	-	-	-	-
CO 4	-	3	-	3	3	-	3	3	-	-	3	2
CO 5	-		-	-	-	-			2	3		-
CO 6	-	-	-	3	-	-	-	-	-	-	-	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)
- Final Exam (70%)
- **Mapping of COs to Assessment Rubrics:**

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓		✓
CO 4	✓	✓		-

SEMESTER VII – CORE 12

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Development in Adulthood				
Type of Course	Major with Practical				
Semester	VII				
Academic Level	300 - 399				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	Adulthood is a stage of growth where individuals begin viewing the world from a more multidimensional perspective and acquire more complex understanding of themselves and others. This course titled development in adulthood enable the students to develop an understanding of basic concepts, principles and the characteristic of development in various domains. It analyses how theories of development extended to explain adulthood and later life challenges like ageing and facing death.it covers dimensions of development like physical, cognitive, socio-emotional and vocational development in adulthood. The successful completion of the course will help the students to understand and deal effectively with their own journey of development and to apply it real life situations. It will show career path for the student. So, it will be a milestone for the psychology graduate to delve into the intricacies of development and appreciate it.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Describe concepts and theories and principles of various domains of adult development like physical, cognitive socioemotional and vocational development.	U	F	Instructor-created exams / assignment/ Quiz/ seminar
CO2	Analyse theories of development extended to explain adulthood and helps to address various challenges and crisis associated with ageing and facing death.	Ap	C	Practical Assignment / Observation of Practical Skills/seminar

CO3	Design experiments and conduct psychological tests to analyse different concepts of development to build research aptitude in adult development.	Ap	P	Viva/ practical exam Report writing
CO4	Evaluate theories related to different aspects of adult development.	E	M	Seminar/ debate
CO5	Investigate the intricacies of social and emotional development and create report on it.	C	P	Assignment / seminar/ report writing
CO6	Appreciate various aspects of development like physical, cognitive, socio-emotional and vocational through different stages adulthood by relating it to real life situations.	An	C	Viva Voce / observation
* - 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 +30)	Marks (70)
I	Physical development and cognitive development in adulthood		12	18
	1	Nature of adulthood: Transition from adolescence to adulthood.	2	
	2	Physical development: physical performance, health and fitness	2	
	3	Sexuality	2	
	4	Longevity, biological theories of ageing.	2	
	5	Cognitive changes in adulthood. - Post formal thought, epistemic cognition, pragmatic theory, Schaie's Model of Cognitive Development, Sternberg -Cognitive Development of middle & late adulthood	4	
II	Socioemotional development in adulthood		15	24
	6	Theories of socioemotional development:	2	
	7	Close relationship in adulthood	4	
	8	The diversity of adult lifestyles.	2	
	9	Marriage, family and social relationship	3	
	10	Gender relationship, ethnicity and culture	2	
	11	Parenting, grand parenting and inter-generational relationship	2	
III	Vocational development		11	18
	12	Selecting a job	1	

	13	Career, work and leisure in adulthood	3	
	14	Working condition that affect vocational adjustment and satisfaction-Appraisal of vocational adjustment.	3	
	15	Diversity in work place, Discrimination in the workplace.	2	
	16	Retirement -Adjustment to retirement.	2	
IV	Death and Grieving		7	10
	17	Definition of death and life: Issues in determining death	1	
	18	Death system and cultural variations	1	
	19	Perspectives on death- attitude towards death in different stages	1	
	20	Facing death-facing one's own death, stages of death.	1	
	21	Bereavement: coping with death of loved one. Patterns of grieving, bereavement intervention	2	
	22	Death education.	1	
V	Practical Applications and Course Project		30	
	1	Conduct any four of the following psychological tests 1. Work locus of control 2. Career decision making scale 3. Gender role conflict scale 4. Identity management strategies scale 5. Attitude towards marriage Scale 6. Romantic Partner Conflict scale 7. Adjustment to Retirement	20	
	2	Conduct any two of the following minor projects. 1. Conduct survey on relationship issues among early adults and make a report on it. 2. Make a scrap book using newspaper cutting related to any of the following topics. a. Toxic relations and related issues. b. Work place stresses c. Divorce and related problems. 3. Make an observation report on any dimension of geriatric development. 4. Analyse attachment styles in early adulthood. 5. Make a report on patterns of grieving in different cultural groups. 6. Make a report on career profile of a middle-aged person.	10	

Books and References:

Berk, L.E (2016) exploring lifespan development. New Delhi: Pearson Education Pvt Ltd

Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company

Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company

Santrock, J.E (2011) life span development (13th Ed) New Delhi: Tata McGraw Hill Publishing Company.

Note: The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. Internal assessments (30 marks) are split between the vth module (10 marks) and the first four modules (20 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	-	3	-	2	-	-	-	-	-	2
CO 2		3	-	-	-	-	1	-	-	-	-	-
CO 3	3	-	2		-	-	-	-	-	3	-	3
CO 4	2	-			-	-	-	-	-	-	2	-
CO 5	-	3	3-	2	2	3	-	2	-	-	-	-
CO 6	-	-			3	-	-	-	-		3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Discussion / Seminar
- Midterm Exam
- Minor project/experiments/Report writing /Practicals (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics

	Internal Exam	Assignment	Project/Practical Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓			✓
CO 4	✓	✓		✓
CO 5	✓	✓	✓	
CO 6	✓			

SEMESTER VII – CORE 13

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Orientation to Psychological Interventions				
Type of Course	Major With Practicum				
Semester	VII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	The course provides students with an in-depth exploration of various psychological interventions used in clinical practice. It offers an overview of different theoretical orientations and therapeutic techniques employed by psychologists to address mental health concerns. Through a combination of theoretical discussions, case studies, and practical exercises, students gain insight into the application of psychological principles in therapeutic settings.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To understand the process of clinical formulation in major psychiatric disorders	U	C	Instructor-created exams / Quiz
CO2	Able to formulate cases with in different theoretical approaches.	Ap	P	Practical Assignment
CO3	To learn the approaches to management of major psychiatric disorders	U	M	Seminar Presentation / Group Tutorial Work
CO4	Apply the contemporary theories and research related to causes and treatments of psychological disorders	Ap	C	Practical/Assignments
* - 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 +30)	Marks (70)
I	Case Formulation		11	15
	1	Definition, 5p's of case formulation, Rational	3	
	2	Approaches- Psychoanalytical	2	
	3	Approaches- Behavioural, and Cognitive Behavioural	3	
	4	Approaches- Bio-Psycho-social Model	2	
II	Psycho-education		10	15
	5	Definition- Essential components of psycho-education	2	
	6	Models and approaches of Psycho education-	2	
	7	Information model, skill training model, supportive model, comprehensive model. Peer to peer approach	2	
	8	Psycho-education-Types- Individual, Family,	1	
	9	Psycho education- Group, and Community Based	1	
	10	Psycho-education for Anxiety Disorders, Psycho-education for Mood Disorders.	1	
	11	Psycho- education for Substance use disorders, Psycho-education for Psychotic Disorders,	1	
III	Supportive Psychological Intervention		11	15
	12	Introduction, Theoretical Frame work, Principles	3	
	13	Indications for Supportive Psychotherapy, effectiveness of supportive Psychotherapy,	2	
	14	Assessment in Supportive Psychotherapy	2	
	15	Strategies and Tactics for Supportive Psychotherapy,	2	
	16	Techniques for Supportive Psychotherapy	2	
IV	Behavioural Intervention		13	25
	17	Principles and Assumptions in Behaviour Therapy	2	
	18	Assessment in Behaviour therapy	2	
	19	Contingency Management – use of reinforcement and punishment, Differential reinforcement Techniques.	2	
	20	Modelling and Behaviour Rehearsal Procedures- Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications.	2	
	21	Jacobson's Progressive Muscular Relaxation	2	

	22	Systematic Desensitization, Aversive Techniques, Response Elimination and Extinction procedures, Self-control procedures, Assertiveness Training. Underlying principle, Rationale, Indications and Contraindications, Procedure and Applications.	3	
V	Individual/community Based interventions		30	
	Conduct and submit report of any one of the activity			
	1	Practice of procedures in different settings: Group/individual based Psycho-education		
	2.	JPMR & Assertiveness training.		

Books and References:

Garfield, S. L. and Bergin, A. E. (1986) Handbook of Psychotherapy and Behaviour change (III Edn) John Wiley & Sons New York.

Rimm, D. C. and Masters, J. C. (1979) Behaviour Therapy, Academic Press, New York.

Wolberg, L. R. (2016) Supportive Therapy. Jason Aronson, Inc.

Sundel, M & Sundel, S. S (2018) Behaviour Change in the Human Services. (6th Edn) Sage Publications.

Kaplan & Sadock's (2017) Comprehensive Textbook of Psychiatry (11 edn) Lippincott Williams & Wilkins.

Prasant S & Rishi S (2017) Psycho-education an Effective Tool as Treatment Modality in Mental Health International Journal of Indian Psychology 4(1):123-130 DOI:10.25215/0401.153

Singh S S & [Arora M](#) (2020) Clinical Practice Guidelines for Psychoeducation in Psychiatric Disorders General Principles of Psychoeducation. [Indian J Psychiatry](#). (Suppl 2): S319–S323. doi: [10.4103/psychiatry.IndianJPsychiatry_780_19](#)

Eells, T.D (2022). Hand book of psychotherapy case formulation. 3rd edition. Guilford press, New York

Note: The syllabus has five modules. There should be total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with therapeutic skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 15 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	3	-	-	-	-	3	-	-	-	-	-	2
CO 2	2	-	-	-	-	2	-	-	-	-	-	-
CO 3	2	-	-	-	-	2	-	2	-	2	3	3
CO 4	3	2	2	2	2	3	2	2	-	2	3	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3	✓	✓	✓	✓
CO 4	✓	✓		✓

SEMESTER VII – CORE 14

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Human Resource Practices				
Type of Course	Major with Practical				
Semester	VII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course provides a foundational understanding of the basic practices used in Human Resource Management. It briefly examines the strategies, practices, and systems used to effectively manage human capital in organizations, thereby equipping students with the knowledge and skills necessary to contribute to strategic decision-making in various organizational settings.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Giving an overview of the core HR practices in organizations, such as job analysis, selection, training and performance appraisal	U	C	Instructor-created exams / Quiz
CO2	Imparting basic psychological skills relevant for a practitioner in an organizational context	Ap	P	Practical/ Assignment
* - 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 +12)	Marks (70)
I	Human Resource Management		8	10
	1	Introduction to Human Resource Management	1	
	2	Competencies of HRD manager - Role and responsibilities of HRD manager.	2	
	3	Job analysis: Importance; Techniques	2	
	4	Strategic HRD, Sustainable HRD, Knowledge management	2	
	5	Developing human and social capital	1	
II	Employee Selection and Training		12	20
	6	Employee Selection: Selection devices: CVs; Interview, Psychometric Testing	3	
	7	Developing Tests for Selection	2	
	8	Conducting Effective Interviews	1	
	9	Steps in Establishing a Training Program	1	
	10	Methods and Techniques of Training	2	
	11	Specific Training Programs - Transactional analysis; Sensitivity training; Competency development training; Leadership Development training; Entrepreneurial Motivation training; Behavioral modeling	3	
III	Performance Appraisal and Talent Management		14	20
	12	Performance Appraisal: Relevance	2	
	13	Performance Appraisal Methods: Graphic Rating Scales, Employee Comparison Methods, Behavioural Checklist and Scales	4	
	14	Feedback of Performance Appraisal Information to Employees	2	
	15	Definition, objectives, framework and future trends of talent management.	3	
	16	Competency management, model, framework and competency-based HR process-TQM Techniques-Kaisen, Six Sigma.	3	
IV	Employee Engagement and Empowerment		11	20
	17	Definition, degrees of employee engagement, measurement of employee engagement	3	
	18	Employee empowerment – definition, objectives, process	2	
	19	Employee counselling – definition, objectives, types, process and techniques	3	
	20	Mentoring – definition, characteristics of successful mentoring, role and responsibilities of mentor and mentee.	3	
V	Practical Applications		30	

	1	Conduct any four of the following psychological tests: 1. Myers-Briggs Type Indicator (MBTI) 2. NEO-PI 3. Wechsler Adult Intelligence Scale (WAIS) 4. Multidimensional Emotional Intelligence Assessment – Workplace (MEIA-W) 5. Emotional Intelligence Inventory		
	2	Give a job description and ask the students to develop a selection test. The battery should include a psychometric test, job knowledge questions and a situational judgment test.		

Books and References:

- Aamodt, M. G. (1999). *Applied Industrial/Organizational Psychology*. New Delhi: Cengage Learning.
- Chadha, N.K. (2002). *Human Resource Management: Issues, Case Studies & Experiential Exercises*. New Delhi: Shri Sai Printographers.
- De Cenzo and Robbins, S.P. (2006). *Fundamentals of Human Resource Management* (8th ed). New York: Wiley.
- Muchinsky, P. (2006). *Psychology Applied to Work: An Introduction to Industrial and Organizational Psychology*. Summerfield, NC: Hypergraphic Press.
- Smither, R.D. (1988). *The Psychology of Work and Human Performance*. New York: Harper and Row
- Wilson, J. P. (2005). *HRD – Learning and training for individuals and organizations*. London: Kogan page.

Additional Resources:

- Bolander, P. & Sandberg, J. (2013). How employee selection decisions are made in practice. *Organization Studies*, 34(3), 285-311.
- Camp. R., Vielhaber, E.M., & Siminetti, L.J. (2001). *Strategic interviewing: How to hire good people*. San Francisco: Jossey-Bass.
- Martin, B. O. & Kolomitro, K. (2013). Training methods: A review and analysis. *Human Resource Development Review*, 13(1), 11-35.
- Poundstone, W. (2003). Beware the interview inquisition. *Harvard Business Review*, 81(5), 18- 19.

Note: The syllabus has five modules. There should be total 20 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	1	-	-	-	-	3	-	-	-	-	2	2
CO 2	-	-	-	2	-	-	3	3	-	3	3	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Activity Reports (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓			✓
CO 2	✓	✓		✓

SEMESTER VIII – CORE 15

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Applied Psychology				
Type of Course	Major				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	4	-	-	60
Pre-requisites	NIL				
Course Summary	This course offers a comprehensive overview of Applied Psychology and its significance in various real-world contexts. It covers various key and emerging areas with a special emphasis on ethical considerations in research and practice. The course will enable students to gain an integrated understanding of how psychological principles can be applied across diverse fields to address personal, societal, and global challenges.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand the various areas and research methods in applied Psychology	U	C	Instructor-created exams / Quiz
CO2	Apply theoretical knowledge to different Areas of the field	Ap	C	Instructor-created exams / Quiz
CO3	Design and Develop strategies for managing issues related with environment, youth development, peace building and geriatry	C	P	Seminar/Assignment
CO4	Design interventions for promoting Sustainability	C	P	Seminar Presentation / Group Tutorial Work

CO5	Recommend suggestions for policy making in youth Development and geriatry	C	M	Reflection Writing assignments& presentations
* - 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 (48 +12)	Marks (70)
I	Introduction to Applied Psychology		8	15
	1	Introduction	2	
		What is Applied Psychology? Relevance of the field.		
	2	Areas of Applied Psychology	4	
		Clinical and Counselling, Industrial/ Organizational/ Forensic and Correctional Psychology/ Educational Psychology/Community Psychology		
	3	Research and Ethics	2	
		Research and Applied Psychology Ethical Considerations in Applied Setting		
II	Applying Psychology in Training and Practice		8	15
	4	Sports and Performance Coaching	2	
	5	Forensic and Correctional Psychology	2	
	6	Rehabilitation Psychology	2	
	7	Industrial and Organizational Psychology	2	
III	Applying Psychology for Sustainable future		18	25
	8.	Environmental Psychology- Introduction		
		Emergence of environmental psychology and its growth: Definition and scope, Salient features of environmental psychology. Recent trends and future directions in environmental psychology,	2	
	9	Human - environment transaction	2	
		Human-environment transaction - Personal space, territoriality, crowding.		
	10	Pro-environmental behaviour	2	

		Pro environmental behaviour- definition, Changing the environmental destructive mind set- Environmental education		
	11	Peace Psychology	3	
		Definition, historical development of the field and its relation with the field of CAR (Conflict Analysis and Resolution).		
	12	Peace process and transformation	3	
		Nature of peace process(peace-making, peacekeeping and peace building), Methods of peace building, Peace and Transformation of Societies, Peace education.		
	13.	Youth and sustainable social well-being	2	
		Concerns and relevance of youth psychology. Positive youth development: Responsibility, social capital, Citizenship and political engagement.		
	14	Youth and risk behaviours	2	
		Drug abuse, delinquency, sexuality & suicide risk;		
	15	Youth Empowerment	2	
		Employment, education; Health and Body image Youth in transition		
IV	Other Applied Areas		14	15
	16.	Media Psychology- Introduction	2	
		Media and advertising, Developing an effective advertising programme media promotions/ campaigns for social marketing.		
	17	Media and Developmental Issues	2	
		Impact of Media in Developmental issues: fantasy Vs reality, socialization, stereotyping, and violence.		
	18.	Interactive and Emerging Technologies	2	
		Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction.		
	19.	Geriatric Psychology	1	
		Field of Gero psychology-nature and scope;		
	20.	Human aging	2	
		Physiological, cognitive , social aspects of aging -		
	21.	Coping with ageing	2	
		Process of coping with aging -personal , social, financial, Ageism (aged as minority), bereavement, generation gap; elder abuse . caregiver stress and its management		
	22.	Recent developments	3	
		Behavioural Economics (bounded rationality, nudge theory), Human Factors and ergonomics		
V	Open Ended Module		12	

	<p>Conduct Any two activity and submit report</p> <ol style="list-style-type: none"> 1. Observing and Reporting the environmentally destructive mindset: (field observations) 2. Case study to understand the problems faced by elderly 3. Proposals for peace education strategies 4. Strategies for reducing Youth risk behaviours 	12	
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Books and References:

Jain, U., & Palsane, M. N. (2004). Environment and Behaviour.

Davey, G (2011) Applied Psychology, BPS Blackwell

Martin, R.P. (2011). IAAP handbook of applied psychology, Wiley-Blackwell

Linda Steg (2019) Environmental Psychology: An Introduction. (2019). India: Wiley.

Nagar, D. (2006). Environmental psychology. New Delhi, India: Concept.

Cheistie, D. J., Hare, A. P., & Winter, D. D. (2001). Peace, Conflict and Violence: Peace. Psychology for the 21st Century. Englewood Cliffs, New Jersey: Prentice-Hall.

Lederach, J. P. (2004). Building Peace: Sustainable Reconciliation in Divided Societies, Washington, DC: United States Institute of Peace.

Suggested readings:

Mouton, A.R (2016). Performance coaching in sport, music, and business: From Gallwey to Grant, and the promise of positive psychology, International Coaching Psychology Review, Vol. 11 No. 2
The Oxford Handbook of Sport and Performance Psychology, Shane Murphy, (2012) Oxford University Press,

Neal, T. M. S. (2018). Forensic psychology and correctional psychology: Distinct but related subfields of psychological science and practice. American Psychologist, 73(5), 651–662.
<https://doi.org/10.1037/amp0000227>

Note: The course is divided into five modules, with four modules together having total 22 fixed units and one open-ended module with a variable number of units. There are total 48 instructional hours for the fixed modules and 12 hours for the open-ended one. Internal assessments (30 marks) are split between the open-ended module (10 marks) and the fixed modules (20 marks). The final exam, however, covers only the 22 units from the fixed modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs :

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	2	-	2	-	-	-	-	2	-	-	-	2
CO 2	3		2	-	-	-	-		-		3	-

CO 3		-		-	3	-	-		3	-	-	-
CO 4	3	-	3	1	3	-	-		-	-	-	2
CO 5	-	1	-	-	5	-	1	-	-	2	-	-
CO 6	-	-	-	-	-	-	-	1	2	1	2	-

Correlation Levels:

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

Assessment Rubrics:

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

Mapping of COs to Assessment Rubrics:

	Internal Exam	Seminar/ Assignment	Seminar /Discussions	End Semester Examinations
CO 1	✓		✓	✓
CO 2	✓	✓		✓
CO 3		✓	✓	✓
CO 4		✓	✓	✓
CO 5		✓	✓	✓
CO 6	✓			

SEMESTER VIII – CORE 16

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Industrial Clinical Psychology				
Type of Course	Major with Practicum				
Semester	VIII				
Academic Level	400-499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	This course provides a comprehensive understanding of clinical psychology and its application in the workplace. It focuses on mental health and psychopathology in organizational settings, and equips students with the knowledge and skills to diagnose and address the effects of psychological disorders and disruptive behaviours on work performance.				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To develop knowledge about organizational behavior and psychopathology	U	C	Instructor-created exams / Seminar presentations
CO2	To develop knowledge about the various predictors of Work-Life balance	An	C	Assignments/ Projects
CO3	To develop skills in diagnosing and helping the behaviorally disturbed in organizational settings	Ap	P	Case studies/ Reports / Quiz
* - 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 +12)	Marks (70)
I	Industrial Clinical Psychology		8	15
	1	Industrial clinical psychology – Model, Control, Causes, Treatment, and correction action	4	
	2	Mental Health in the workplace: Toward an integration of organizational and Clinical Theory	2	
	3	Mental Health and Disabilities, the Employer, and the Law	2	
II	Effect of Psychopathology on Work		12	20
	4	Depression and Bipolar disorders in the workplace	2	
	5	Generalized Anxiety disorder; Social anxiety disorder, specific phobias, and panic disorder	3	
	6	PTSD in the workplace	1	
	7	Eating disorders, Insomnia	1	
	8	Antisocial personality disorder, Borderline personality disorder	2	
	9	Schizophrenia	2	
	10	Traumatic Brain Injury in the workplace	1	
III	Effects of Stress and Disruptive Behavior at Work		15	20
	11	Effects of job stress on Mental and Physical Health	3	
	12	The unbalanced Life: Work and family conflict	1	
	13	Occupational Hazards and risks, Accident process	3	
	14	Alcohol and Drug	2	
	15	Social Dysfunction	1	
	16	Anger, Hostility, and Violence; Passive – Aggressive Behavior	2	
	17	Harassment and discrimination; Absenteeism	3	
IV	Special Groups in Organizational Counseling		10	15
	18	Chronic absentees; Accident proneness; Employees with family problems; Employees with alcoholism and drug addiction; Maladjusted employees	3	
	19	Counseling the indisciplined, Setting up the counseling cell in the organization,	3	
	20	Interventions in Occupational Stress	2	
	21	Safety and Health: Maintaining a healthy work environment	2	
V	Open Module: Relaxation Techniques in I.C Setting		30	
	1	Conduct a training session on the physical methods of relaxation – progressive relaxation, passive Muscular relaxation, The Mitchell method, The Alexander method, differential relaxation stretching.		

	2	Practice any of the mental approaches to relaxation (Imagery, Goal-directed visualization, Autogenic training, Meditation) and write a detailed report.		
Books and References: Adrian Furnham (2005). The Psychology of behavior at work. The individual in the organization. New York: Psychology Press. Rose Mary. A. Payne (1995). Relaxation Techniques. A Practical Handbook for the Health care Professional Edinburgh. Churchill Livingstone. Neil Anderson, et. al (2002). Handbook of Industrial, Work, and Organizational Psychology (Vol. 1 & Vol. 2). London: Sage publications. Jay C. Thomas and Michel Hersen (2002). Handbook of Mental Health in the workplace. London Sage Publications. Miner, J.B. (1992). Industrial-Organizational Psychology, New York: Mc Graw Hill Inc.				

Note: The syllabus has five modules. There should be total 21 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with practical skills. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO 1	-	-	-	-	3	3	-	-	-	2	3	2
CO 2	-	-	-	-	2	3	-	2	-	-	-	-
CO 3	-	-	-	2	3	1	-	-	-	3	3	2

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Assignments (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics :

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓		✓
CO 2	✓	✓		✓
CO 3			✓	

SEMESTER VIII – CORE 17

Programme	BA Functional English and Psychology (Double Major)				
Course Title	Assessments in Counselling and Clinical Settings				
Type of Course	Major with Practical				
Semester	VIII				
Academic Level	400 - 499				
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours
	4	3	-	2	75
Pre-requisites	NIL				
Course Summary	Course provides students with a comprehensive understanding of assessments used in counselling and clinical settings. It covers the theoretical foundations, practical applications, and ethical considerations of various assessment tools and techniques employed by professionals in the field of mental health				

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To Describe the process of assessment and role of clinician	U	C	Instructor-created exams / Quiz
CO2	To Identify the appropriate psychological tools to be used in various settings	An	P	Assignment/Seminar/Tutorial
CO3	To Administer, interpret and report findings ethically	Ap	F	Practical/Assignments Demonstrate test administration
CO4	Able to prepare reports and communicate findings professionally	Ap	C	Practical/Assignments
* - 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 +30)	Marks (70)
I	Introduction to assessments		10	15
	1	Definition-assessment and testing-	1	
	2	Purpose of the psychological assessment- general assessment considerations	1	
	3	Approaches- Formal Assessment and Informal Assessment (interview, objective and projective tests, clinical judgement, behavioural assessment, functional behavioural assessment),	1	
	4	Formal Assessment - interview, objective and projective tests, clinical judgement, behavioural assessment, functional behavioural assessment	1	
	5	Informal (Observation)-types of assessment	1	
	6	cognitive and neuropsychological	1	
	7	Ability testing-academic aptitude and achievement	1	
	8	Career and life-planning assessment, Interest and values	1	
	9	Personality, Interpersonal Relationship	1	
	10	Psychodiagnostics	1	
II	Assessment of personality and psychopathology		10	15
	11	MMPI, EPQ, 16 PF-(brief description)	2	
	12	Behavioural Assessment, Behaviour rating scale- (brief description)	3	
	13	Sentence completion, Rorschach and TAT-(brief description)	3	
	14	Temperament and character inventory (brief description)	2	
III	Cognitive-neuropsychological assessments		15	25
	15	Raven's progressive matrices, Wechsler's Scale, Bhatia's battery of performance- (brief description)	5	
	16	Wechsler/ PGI memory scale- (brief description)	4	
	17	Attention span test, BGT, verbal working Memory-N back test, Stroop colour word test (brief description)	6	
IV	Report writing		10	15
	18	Tool selection (computer based or manual).	2	
	19	Assessment process-Communicating test results- oral and written communication-components of written reports-report length	2	
	20	Legal, ethical and cultural considerations- Emerging trends-	2	
	21	Computer based assessment	2	
	22	AI applications in psychological testing.	2	
-Practical -Administration, scoring, interpretation and reporting			30	

V	1	<p>Student may choose assessments from the domain of personality and cognitive- neuropsychology and are expected to write reports after administration and scoring.(At least two)</p> <ol style="list-style-type: none"> 1. TAT 2. RORSCHACH TEST 3. BGT 4. STROOP TEST <p>Activities: (At least one)</p> <ol style="list-style-type: none"> 1. Role Plays 2. Demonstration of counselling sessions 	30	
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Books and References:

Groth-Marnat, G. (1998). Handbook of psychological assessments, London: John Wiley & sons.

Geisinger, K.F (2013). APA handbook of testing and assessment in psychology. American Psychological Association, Washington DC

Hays D.G. (2017). Assessment in counselling: Procedures and practice, Wiley, 6th edition.

Hecker, J.E & Torpe, J.L (2011). Introduction to clinical psychology: science, practice and Ethics, 4th edition, India, Dorling Kindersley Pvt Ltd

Note: The syllabus has five modules. There should be a total 22 units in the first four modules together, composed of the theory topics. The number of units in the last module can vary. There are 45 instructional hours for the first four modules and 30 hrs for the final one. Module V is designed to equip students with psychological testing and reporting. The 20 marks for the evaluation of practical will be based on Module V. Internal assessments (30 marks) are split between the practical module (20 marks) and the first four modules (10 marks). The end-semester examination for the theory part will be based on the 22 units in the first four modules. The 70 marks shown in the last column, distributed over the first four modules, is only for the external examination.

Mapping of COs with PSOs and POs:

	PSO1	PSO2	PSO3	PSO4	PSO6	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO 2	2	-	-	-	3	2	-	-	-	2	-	-
CO 3	-	3	-	3	2	-	-	2	2	2	2	3
CO 4	-	3	2	1	-	-	3	2	1	-	2	-

Correlation Levels:

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

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Case Discussions (20%)
- Final Exam (70%)

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1	✓	✓	-	✓
CO 2	✓	✓	-	✓
CO 3	✓	✓	-	✓
CO 4	-	✓	✓	✓

MODEL QUESTIONPAPER FOR MAJOR AND MINOR
COURSE I Semester B.Sc. (FYUGP) Degree Examinations October 2024

Introduction to Psychology

(Credits: 4)

Maximum Time: 2 hours

Maximum Marks: 70

Section A

[Answer All. Each question carries 3 marks] (Ceiling: 24 Marks)

1. Define Psychology.
2. Name three early pioneers in the field of psychology.
3. Explain functionalism.
4. What are the primary goals of psychology as a scientific discipline?
5. Define absolute threshold.
6. Explain top-down processing.
7. What is perceptual set?
8. Define illusion.
9. What are circadian rhythms, and how do they influence our daily biological functions?
10. What is the primary function of REM sleep?

Section B

[Answer All. Each question carries 6 marks] (Ceiling: 36 Marks)

11. Compare and contrast behavioristic and psychodynamic perspectives in psychology.
12. Discuss the importance of scientific temper in maintaining objectivity and accuracy in psychological research.
13. Compare and contrast structured, semi-structured, and unstructured interview methods in psychological research.
14. Explain the concept of perceptual constancies and provide examples for each.
15. Explain the concept of depth perception and discuss how binocular and monocular cues contribute to our perception of depth.
16. Explain different methods used in psychological research.
17. Describe the stages of sleep in the sleep-wake cycle and their characteristics.
18. Summarize the major psychoactive drugs and their influences on consciousness and behavior.

Section C

[Answer any one. Each question carries 10 marks] (1x10=10 marks)

19. Summarize the evolution of psychology from its early history to modern times.
20. Explain different theories of Theories of Selective Attention