

SEMESTER - III

BRITISH LITERATURE (20th CENTURY)

1. Course Description

Programme: B.A.

Max. Hours:75

Course Code: U24/LIT/DSC/301

Hours per week:5

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To sensitize learners to socio- economic, political, religious and linguistic issues of the 20th century, through the study of British literary texts. .
- To introduce learners to war literature
- To develop an understanding of different forms and types of British Literature through exposure to texts that highlight both compliance and contest to tradition.

Course Outcomes

3. On completion of the course students will be able to :

CO1: Evaluate and appreciate the influence of the diverse movements of the 20th century on Modernist Literature. (Understand)

CO2: To be aware of the futility and the lasting values of human compassion, love and faith in the face of hopelessness of war.(Evaluate)

CO3: Analyse the complexities of the human psyche as a post war effect, against the background of biblical allusions. (Analyse)

CO4: Emerge with a comprehensive perspective of the different dimensions of the human psyche through prescribed short stories. (Evaluate)

CO5: Understand the concept of play of ideas and its application in the context of the prescribed text.(Analyse)

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4. Course Content**MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS (15 Hrs)**

Play of ideas, Island Fiction, Modernism, Existentialism

MODULE II: POETRY (15 Hrs)

Wilfred Owen- "Strange Meeting"

W.B Yeats - "The Second Coming"

MODULE III: FICTION (15 Hrs)

William Golding- *Lord of the Flies*

MODULE IV: SHORT STORY (15 Hrs)

D.H. Lawrence- "The Rocking Horse Winner"

Somerset Maugham- "The Lotus Eater"

MODULE V: DRAMA (15 Hrs)

G.B Shaw- *Pygmalion*

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5. References

1. Abrams, M.H., Harpham, G.G. (2011). A Glossary of Literary Terms. CA, U.S.A.: Wordworth Publishing Co. Inc.
2. Albert, Edward. (1975). History of English Literature. Oxford, U.K.: Oxford University Press.
3. Dalrymple, William. (2003). White Mughals: Love and betrayal in 18th -century India. London, U.K.: Harper Collins Publishers.
4. Golding, William. (2007). Lord of the flies. New Delhi, Bangalore: UBSP Publishers.
5. Golding, William. (2013). Lord of the flies. New Delhi: A & A Publishers.
6. Hooks, Bells. (1994). Teaching to Transgress: Education as the practice of freedom. London, U.K.: Taylor & Francis Ltd.
7. Knowles, Owen. (1999). The Poems of Wilfred Owen. Herts, U.K.: Wordsworth Editions Ltd.
8. Larkin, Philip., Thwaite, Anthony. (2004). Collected poems. New York, U.S.A.: Farrar, Straus & Giroux Inc.
9. Lawrence, D.H. (2007). The Rocking-Horse Winner. London, U.K.: Perfection Learning.
10. Regan, Stephan. (ed.). (1997). Philip Larkin. Basingstoke, U.K.: Palgrave MacMillan.
11. Shaw, Bernard. (2001). Pygmalion. Chennai: Orient Longman Pvt. Ltd.
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6.Syllabus Focus

a)Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National Developmental Needs	Learn about the impact of war in a long-lost generation sensitizes learners to the detrimental effects of war.
Global Developmental Needs	Learners can contemplate the complexities of the human psyche irrespective of national boundaries, helping to take a much-needed step towards a cosmopolitan future.

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Island Fiction	A group discussion activity which simulates a condition of striving to survive in a hostile, alien environment. This activity can improve leadership, teamwork and an essential work ethic within the learners.
EMP	The Lotus Eaters, The Rocking Horse Winner	Learners can be adept at reading and analysing stories which can carry over to a professional setting.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Oral Presentation -Parts within the novel are given to students so they can make presentations to better understand the text.
2.	Participative learning	Group Discussion -A learner led discussion to predict various outcomes within the text.
3.	Experiential learning	Pair activity-Learners can take turns reciting the poem to their groupmate. This can lead to a discussion post the activity

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA 2-Oral presentation	Written Exam
CO2	CIA 1	
CO3	CIA 1	
CO4	CIA 2- MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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b) Model Question Paper End Semester Exam

British Literature (20th Century)

SEMESTER-III

CourseCode: U24/LIT/DSC/301

Max.Marks:60

Credits:5

MaxTime: 2 Hrs

SECTION-A

I. Answer the Following (250 words)

5x 10 = 50 Marks

1. Discuss Modernism as a concept.

OR

2. Write about the concept of Island Fiction with reference to the text in your syllabus.

3. Discuss briefly the play "Pygmalion" by George Bernard Shaw was a problem play.

OR

4. Analyse the character of Eliza Doolittle from the play "Pygmalion".

5. How does the novel "Lord of the Flies" reflect William Golding's conviction of the principles of Christianity?

OR

6. Compare and contrast the characters of Ralph and Jack in "Lord of the Flies".

7. How is the futility of war expressed in the poem "Strange Meeting"?

OR

8. Attempt a critical analysis of the poem "The Second Coming" by W.B Yeats

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9. Examine how the author portrays the allure of Capri and its effect on the author?

OR

10. Discuss the tone of the story and style of writing in "The Rocking Horse Winner."

SECTION -B

II. Answer any 5 from the following

5 x 2 = 10 Marks

11. Identify any two Modernist writers.

12. What is Eliza's father's name and profession?

13. List out any four names of the children on the island in "Lord of the Flies".

14. Annotate - the following lines-

"I am the enemy you
killed, my friend. I
knew you in this
dark...."

15. Who is the gardener from the short story "The Rocking Horse Winner"?

16. Where did Eliza meet Professor Higgins?

17. What does the conch shell represent for the boys on the island?

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SEMESTER - III

EDUCATIONAL PSYCHOLOGY

1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/301

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

2. Course Objectives


- To help recognise the role of psychology and identify its pivotal role in facilitating learning and teaching within educational settings.
- To equip students to differentiate intellectual levels and capacities and to recognize the multifaceted responsibilities of teachers towards learners with diverse needs.


3. Course Outcomes

On completion of the course the student will be able to:

CO1: Define educational psychology, describe its nature and scope, including its role in learning and teaching within educational settings. (UNDERSTAND)

CO2: Identify and differentiate between individuals identified as mentally gifted, savants, and intellectually challenged; evaluate socio-cultural differences in educational settings and recognise the responsibilities of teachers towards learners with diverse needs, along with understanding the levels and causes of intellectual disability. (UNDERSTAND)


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4. Course Content**MODULE 1: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

Definition, Nature and Scope of educational psychology

Aims and objectives of educational psychology

Learning: Transfer of learning, Forms of transfer - Lateral, sequential, horizontal, vertical, bilateral

Achievement Motivation: Importance of achievement, Achievement Process

Cognitive Styles & Learning Strategies

MODULE 2: LEARNERS WITH DIVERSE NEEDS

Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity and dealing with classroom diversity.

Mentally gifted, Savant Syndrome,

Intellectual Disability – levels and causes

Conceptualizing Exceptionality: Categorization, Labelling and its educational implications;

Responsibilities of Teachers towards learners with Special Needs

Responsibilities of Teachers towards learners with Diverse Needs

References:

1. Woolfolk, A. Educational Psychology, 9th edition, Pearson Publication.
2. Chauhan, S. S. Advanced Educational Psychology, 6th revised edition, Vikas Publishing House
3. Santrock, J.W. (2006). Educational Psychology, 2nd Edition. New Delhi: Tata McGraw-Hill.
4. Badheka, G. (1997). Divaswapan. New Delhi, India: NBT. Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
5. Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson. Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.

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6. Kapur, M. (2007). Learning from children what to teach them. New Delhi, India: Sage Publications.
 7. Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.
- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National	The course helps in understanding individual differences in learning needs; which further helps in developing interventions and support systems for students with special educational needs. This knowledge helps to design inclusive educational programs that cater to diverse learning styles and abilities.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication, Reasoning	Modules 1 & 2	Case Study analysis: Provide case studies or scenarios depicting students with different types of learning disabilities or special educational needs. Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Group Discussions: Students work in small groups to analyze each case, identify the specific learning challenges faced by the student, and brainstorm potential strategies or accommodations to support their learning.
2.	Participative Learning	Case Studies: Provide case studies or scenarios, students identify different types of learning disabilities or special educational needs.
3.	Participative Learning	Research articles: Collect research studies with the given topic and understand the research outcomes.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA 1 Group discussion	Written Exam
CO2	CIA 2 Skill test	

b) Model Question Paper- End Semester Exam

EDUCATIONAL PSYCHOLOGY

Course Code: U24/PSY/SEC/301
Credits: 2

Time: 1 Hrs
Max marks: 30

SECTION - A

I. Answer any five of the following

5 x 6 = 30 M

1. Explain the concept of transfer of learning.
2. Describe cognitive styles and learning strategies.
3. Discuss the socio-cultural differences in a classroom.
4. How can educators meet the needs of gifted learners?
5. Illustrate the levels of intellectual disability and explain.
6. How can educators create an inclusive learning environment, meets the needs of all students?
7. Discuss the aims and objectives of educational psychology.

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SEMESTER - III

EXPERIMENTS IN COGNITION

1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSC/301/P

Hours per week: 2

Course Type: DSC

Max. Marks: 50 M

No. of credits: 1

2. Course Objectives

- To help the students understand the concepts of learning and memory through practical application and interpretation of results.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Apply knowledge of cognitive psychology principles to practically conduct experiments.

(APPLY)

CO2: Demonstrate proficiency in administering and interpreting assessments of cognitive principles. **(ANALYSE)**

4. Course Content

Any 4 to be conducted from the following list

- | | |
|---|-----------------------------------|
| 1 | Division of attention ✓ |
| 2 | Serial positioning effect ✓ |
| 3 | Habit Interference |
| 4 | Effect of feedback on learning ✓ |
| 5 | Online reaction Time |
| 6 | Massed Vs. Spaced ✓ |
| 7 | Problem Solving - attitude or set |

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5. References

1. Hussain A (2004). *Experiments in Psychology*. PHI Learning Pvt. Lt.
2. McGuigan, F. J. (1990). *Experimental psychology: Methods of research* . Prentice-Hall, Inc.
3. Woodworth, R. S., & Schlosberg, H. (1962). *Experimental psychology*. Holt, Rinehart and Winston.
4. Stevens, S. S. (1951). *Handbook of experimental psychology*.


6. Syllabus Focus

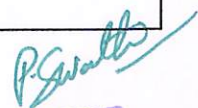
a) Relevance to Local , Regional , National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Regional	<p>By understanding how learning and memory processes work can lead to improved academic performance and educational outcomes at regional schools and institutions.</p> <p>It can help in designing more effective training programs for workers in various sectors, leading to improved job performance, higher productivity, and better economic outcomes.</p> <p>Knowing how learning takes place and better ways to memorise can help in preserving and transmitting cultural knowledge across generations.</p>

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Rapport Building, Analysis	All experiments	Rapport building, conduction of the experiment, scoring, result interpretation and recording the results.


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1. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments CIA -40%	End Semester Examination-60%
Practical Record Introductions Skill Test	Written Examination Conduction Viva

Prepared by	Checked & Verified by	Approved by
 Ms. Amulya K Faculty- in- charge	 Dr. Nandini Sanyal HoD	 Dr. Uma Joseph Principal


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SEMESTER III

SEC I – FACT CHECKING JOURNALISM

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/301	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2		

2. Course Objective:

1. To enable students to understand the problem of misinformation and disinformation in India and across the globe.
2. To enable students to acquire skills to fact check the content using variety of tools

3. Course Outcomes:

After the completion of the course, students will be able to

- CO1: Explain the concepts of misinformation and disinformation ecosystem
- CO2: Select an appropriate verification tool to verify the content

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4. Course Content

MODULE I : MISINFORMATION-DISINFORMATION-FACT CHECKING(15 HRS)

Introduction to Information, Misinformation and Disinformation Ecosystem, Understanding Misinformation and Disinformation across the globe, Misinformation ecosystem in India, Fake news, Debunking fake news, role of social media in infodemic, Filter Bubble, Echo Chamber, Biases; Fact checking and models of fact checking; National and International Fact checking Initiatives

MODULE II : CONTENT VERIFICATION TOOLS (15 HRS)

Fact Checking Text -Source Verification : Keyword Search-Keyword Planner; Fact checking Photos : Google Reverse Image Search ,Yandex- TinEye, Reveye, Remove Background for search; Fact checking Videos : Invid for video verification, Youtube Data viewer, Analyser-Frame by Frame Analysis.

5. Reference Books

1. Anjana Krishnan, Fact Checking-A handbook for Journalists,US Embassy and consulates in India : <https://in.usembassy.gov/wp-content/uploads/sites/71/english.pdf>
2. Journalism, fake news and disinformation,Handbook for Journalism Education and Training, UNESCO Series on Journalism Education,2018.
3. Sudhakar Reddy Udumula & Satypriya G N, Factcheck Cheyadam Ela,2023.
4. James Pamment, Anneli Kimber Lindwall, Fact-Checking And Debunking -A Best Practice Guide To Dealing With Disinformation,2021.
https://stratcomcoe.org/cuploads/pfiles/nato_stratcom_coe_fact-checking_and_debunking_02-02-2021-1.pdf

Online Resources:

1. <https://datajournalism.com/read/handbook/verification-1/additional-materials/verification-and-fact-checking>
2. <https://ksjhandbook.org/fact-checking-science-journalism-how-to-make-sure-your-stories-are-true/the-fact-checking-process/>
3. <https://ksjhandbook.org/fact-checking-science-journalism-how-to-make-sure-your-stories-are-true/the-three-models-of-fact-checking/>

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6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global,National, Regional, Local	The module is designed to understand the concepts of mis & dis information,fact checking and debunking
Module II	Global,National, Regional, Local	The module is designed to understand the verification tools of source,image and videos

b) Components of Skill Development/ Entrepreneurship Development/ Employability

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FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Case studies
Employability	Module II	Fact checking the content, images and videos

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Case studies	Problem Solving
3.	Group Activity : Fact checking	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	Presentation -10 M	End Semester examination
CO2	Fact checking sources, images and videos - 10 M	

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b) Question Paper Pattern

SEMESTER III

SEC I- FACT CHECKING JOURNALISM

MODEL QUESTION PAPER

Course Code : P24/MCJ/SEC/301

Max. Marks : 30

No. of Credits : 2

Time : 1 Hour

SECTION A - Answer any FIVE of the following

5Q X 6 M = 30 M

Q.No.	Module	Question	CO	BTL (Bloom's Taxonomy Level)
1	Module 1	What are the main ideas of misinformation and disinformation?	CO 1	I
2	Module 1	How can you explain the role of social media in spreading mis and dis information?	CO 1	I
3	Module 1	How would you classify the models of Fact checking?	CO 1	I
4	Module 1	How would you summarize National and International Fact checking Initiatives?	CO 1	I
5	Module 2	How would you use source verification tools to verify the text?	CO 2	II
6	Module 2	How would you apply the video verification tools to verify the visual?	CO 2	II
7	Module 2	How can you make use of image verification tools to verify images?	CO 2	II

SEMESTER - III

INTRODUCTION TO CREATIVE WRITING - New - Daruni

1. Course Description

Programme: BA
 Course Code: U24/LIT/SEC/301
 Course Type: SEC
 No. of credits: 2

Max. Hours: 30 Hrs
 Hours per week: 2 Hrs
 Max. Marks: 50

2. Course Objectives:

- To acquaint the learners with the various aspects of creative writing, that would mould them to be potential writers.
- To equip the learners with modalities of poetry, short story, and drama.

3. Course Outcomes:

On completion of the course students will be able to :

CO1: Develop a sense of clarity and precision in creative writing while becoming acquainted with the basics of creative writing and employing rhetorical devices in writing poetry.(Apply)

CO2: Effectively employ stylistic devices in writing short stories and emerge well-versed in the aspects of theatre-script writing and stage setting.
 (Apply)

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4. Course Content

MODULE I- BASICS OF CREATIVE WRITING AND ART OF WRITING POETRY (15 Hrs)

Clarity and Openness in Writing

Originality and Credibility

Imagery and Symbols in Poetry Writing (examples/illustrations)

MODULE II- SHORT STORY, ASPECTS OF THEATRE AND DRAMA (15 Hrs)

Plot/Structure, Setting, Character, and Narration in Short Story

Script Writing-Dialogues and Monologues

Stage Setting and Stage Craft

5. References

1. Beach, J.W. *Twentieth Century Novel: Studies in Technique*. Ludhiana. LyallBookDepot,1965.
2. Cuddon, J.A. *A Dictionary of Literary Terms*. Penguin Books, 1982.
3. Greene, Ellin, and George Shannon. *Storytelling: A Selected Annotated Bibliography*. Garland Publications, Garland Reference Library of Social Sciences, 1986.
4. Hopper, Vincent F. and Cedric Gale. *Essentials of Writing*. 3rd ed. (LC 61-8198), BaronPubs.1983.
5. Jackson, Donald.*The Story of Writing*. Pentalic, Taplinger, 1981.
6. Lemon, L.T and Kumar, Shiv K. *A Glossary for the Study of English*. OUP: Bombay,1974.
7. Lyman, Edna.*What to Tell and How to Tell it*.GaleUniversityPress, 1971.
8. Maybury, Barry. *Writers Workshop: Techniques in Creative Writing*. Batsford,1979.
9. Shaw, H. *Dictionary of Literary Terms*.McGraw-Hill, NewYork, 1972.
10. Shipley, JT.*Dictionary of World Literature(Revised)*.The OdysseyPress, NewYork, 1972.
11. Thrall, Hibbard, Holman. *A Handbook to Literature (Revised)*.The Odyssey Press, New York, 1960.

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6. Syllabus Focus

a) Relevance to Local, Regional, National, and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Global	Learning to write poetry, and short stories can lead to an appreciation of the rich traditions and contributions of literary figures across different cultures of the world.
Regional	Through writing, you can connect with a broader audience, including policymakers, NGOs, and other stakeholders. Building networks and partnerships can facilitate collaboration for regional development projects, bringing in resources and support.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	I	Analyzing classic and contemporary poems as a class, discussing themes, literary devices, and the poet's style.
ED	II	Asking students to explore innovative concepts or technologies in their short stories. This encourages thinking beyond the conventional and fosters creativity in entrepreneurial

		endeavors.
EMP	II	Planning and executing a small-scale theatrical event or showcase. Students can take on various roles, such as event coordinators, to gain experience in planning and executing projects.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Workshop
2.	Participative Learning	RolePlay
3.	Experiential learning	Interactive Classroom Activity

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination- 60%
CO1	CIA-1 Assignment	End Sem Exam
CO2	CIA-2 Script Writing	

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b) Model Question Paper- End Semester Exam

INTRODUCTION TO CREATIVE WRITING

SEMESTER: III

Course Code: U24/LIT/SEC/301

Max.Marks:30

Credits: 2

Max Time: 1 Hr

SECTION -A

I. Answer ANY 5 of the following (250 words) 5x 6 = 30 Marks

1. Explain the importance of Clarity and Transparency in writing?
2. Define Authenticity? How can it be identified and measured in writing?
3. Discuss the structure of the climax in a short story.
4. Discuss the aspects of plot development and setting in a short story
5. Make a list of images in the poem given below. How do these images function?

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;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

6. Define Dramatic Dialogue? Give examples.
7. Complete the dialogue in the given context below.

Four Characters in a Drawing room quarrelling over the over-interference of the parent figure.

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Semester III
NEWSPAPER PRODUCTION
PRACTICAL

1. Course Description

Programme	: B.A.	Max.Hours	: 30
Course Code	: U24/MCJ/DSC/301/P	Hours per week	: 2
Course Type	: Practical	Max. Marks	: 50
No. of Credits	: 1 Cr		

2. Course Objective:

1. Students will acquire practical skills of reporting, editing and designing.
2. Students will use the skills to publish Campus Herald, the Campus Newspaper.

3. Course Outcome:

After completion of the course, the student will be able to:

CO1: Equip with skills required to write, edit and design a newspaper.

CO2: To write, report, edit and design campus newspapers as editors, reporters and sub-editors of the paper.

4. Course Content

The following exercises will be given as part of the practicals:

List of Internal Projects**Exercise - I****(05 M)**

- Identify and describe hard and soft news
- Writing leads and the news story which includes lead, body and conclusion
- Setting the editorial policy and selection of right pictures for the Print Media

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Exercise - II

(10 M)

- Publishing the letters to the editor (OR)
- Feature and Column writing exercises

Exercise - III

(05 M)

- Planning pages and newspaper layout
- Elements of page design that includes Text, Headlines, Cutline, Captions, Quotes, Rules and Boxes, ASFs etc.

List of External Projects

Exercise - I

(10 M)

- Report writing of events on campus newsletter


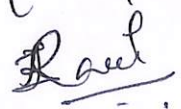

Exercise - II

(10 M)

- Designing of college newsletter

Viva voice

(10 M)

Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD / Programme Coordinator [Name & Signature]	Approved by the Principal
B. Sandeepa 	K. Ravi Kumar 	

SEMESTER - III

PERSONALITY THEORIES

1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSC/301

Hours per week: 4

Course Type: DSC

Max. Marks: 100 M

No. of credits: 4

2. Course Objectives

- To introduce personality and explain the factors contributing to personality development.
- To give an overview of the psychoanalytic, type, trait, humanistic and cognitive approaches to personality and their theories of personality development.
- To understand the history of personality testing and classify personality tests.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Understand personality, its key attributes and explain paradigms of personality theories.

(UNDERSTAND)


CO2: Demonstrate a comprehensive understanding of major theories and concepts in psychoanalytic perspective of personality development. (UNDERSTAND)


CO3: Acquire knowledge of the type, trait, humanistic, and cognitive approaches to personality.

(UNDERSTAND)

CO4: Able to classify psychological tests, including their characteristics and application.

(UNDERSTAND AND APPLY)


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4. Course Content**MODULE 1: INTRODUCTION TO PERSONALITY****15 Hrs**

Definition, Attributes / Nature of personality

Paradigms guiding Personality Theories

Biological basis of personality,

Role of culture, gender and emotions in development of personality

MODULE 2: PSYCHOANALYTICAL APPROACH**15 Hrs**

Freud: levels and structure of personality, threat to ego and ego defence mechanisms, psychosexual stage of personality development

Jung: Systems of personality - Ego, attitude (extraversion, introversion), psychological functions, psychological types, personal unconscious, complexes, collective unconscious, archetypes (persona, anima, animus, shadow and self archetype)

Adler: Basic Concepts - inferiority complex, superiority complex, fictional finalism; Birth Order
Overview of Neo-Freudians: Horney, Fromm**MODULE 3: OTHER MAJOR APPROACHES TO PERSONALITY****15 Hrs**

Overview of type, trait, humanistic and cognitive approaches to personality

Type: Kretschmer, Sheldon

Trait: Allport, Cattell, Eysenck & Big Five

Humanistic: Carl Rogers - real-self, ideal self, fully functioning individual and unconditional positive regard

Cognitive: Albert Ellis - ABC model and cognitive distortions; Aaron Beck - Cognitive Triad

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MODULE 4: ASSESSMENT OF PERSONALITY**15 Hrs**

Classification of Psychological tests

Characteristics of a good test

History of personality testing,

Difference between testing and assessment; inventories, rating scales projective techniques, interviews, clinical observations

5. References

1. Lindzey, G., Hall, C. S., & Manosevitz, M. (1959). *Theories of personality*. John Wiley & Sons, Incorporated.
2. Schultz, D., & Schultz, S. (2012). *Theories of personality*. Cengage Learning.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* 7th ed. Prentice-hall International.
4. Smith, B. D., & Vetter, H. J. (1991). *Theories of personality* . Prentice-Hall, Inc.
5. Maddi, S. R. (1989). *Personality theories: A comparative analysis* . Dorsey Press.
6. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.

6. Syllabus Focus**a) Relevance to Local , Regional , National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Regional	Students can promote public awareness campaigns and advocacy efforts aimed at reducing stigma surrounding mental health issues and promoting understanding of individual differences.
National	Personality assessment plays a role in legal and forensic settings, such as in evaluating individuals involved in legal cases or assessing offenders for risk of reoffending.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Analysis, Communication Skills	Module 2, 3, 4	An understanding of various personality theories and methods can help in introspection, journaling and identifying cognitive distortions in day-to-day life and the same can be discussed in the classroom, in groups and sharing each others' learnings.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Identifying Freudian defense mechanisms that people around use through the method of observation and case study. Using the method of introspection to identify Jungian archetypes within themselves.
2	Experiential Learning	Case Study: Providing with cases where students need to identify cognitive distortions.
3	Participative Learning	Art Project: Students were divided into groups and given a topic to prepare charts depicting the same.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1	Written Exam
CO2	CIA-1	
CO3	CIA-2 (Assignment / Case Study)	
CO4	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

PERSONALITY THEORIES

Paper Code: U24/PSY/DSC/301
Credits : 4

Time : 2 Hrs
Max marks: 60

SECTION – A

I. Answer following

4 x 10 = 40 M

1. Define Personality. Discuss the role of gender and culture in the development of personality.

OR

2. Write a detailed note on the biological basis of Personality.

3. Critically evaluate Freud's personality theory.

OR

4. Explain Adler's theory of personality.

5. Compare and contrast the humanistic and cognitive approaches to personality, discussing their key concepts and assumptions.

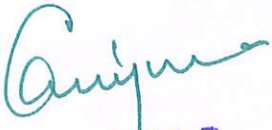
OR


6. Write about the trait and type theories of personality.

7. Explain classification of psychological tests.

OR

8. Discuss the characteristics of good tests.


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SECTION - B

II. Answer any four of the following

4 x 5 = 20 M

9. Paradigms guiding personality theories.
10. Birth-order and personality
11. Horney as a Neo-Freudian
12. Big Five Personality Traits
13. History of psychological testing
14. Projective techniques
15. ABC model proposed by Albert Ellis

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	15	CO-1	2	10	2	5
II	15	CO-2	2	10	1	5
III	15	CO-3	2	10	2	5
IV	15	CO-4	2	10	1	5

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SEMESTER - III

REPORTING FOR PRINT MEDIA

1. Course Description

Programme	: B.A.	Max. Hours	60
Course Code	: U24/MCJ/DSC/301	Hours per week	: 4
Course Type	: Discipline Specific Core	Max. Marks	100
No. of Credits	4		

2. Course Objectives

1. To develop a broad understanding of print media and reporting.
2. To explain about types of reporting, editing and principles of design and layout.

3. Course Outcomes


After the successful completion of the course, the student will be able to:

CO1 : Describe the techniques and methods of reporting according to real-world standards.

CO2 : Demonstrate various aspects of editing & designing in print media.

CO3 : Classify the roles of each department and personnel in print media.

CO4 : Recognise various laws applicable to media


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4. Course Content

MODULE I: JOURNALISTIC WRITING & NEWS STORIES: (15 Hrs)

Journalistic style of writing. Definition; Nature; Scope of News. Sources of Information. Sources of News- News Values. Path of a News Copy. Components of a news story. Inverted pyramid style. Types of leads. Types of Interviews. Features and its types.

MODULE II: THE EDITING PROCESS: (15 Hrs)

News Selection – Fact checking & Verification- Editor. Types of Copy – Agency Copy, Bureau Copy; Integrating Copy, Updation of copy; Rewriting. Fundamentals of Copy Editing. Readability Formula. Photojournalism – Photo Essay. Caption writing. Headline Writing – Functions of Headlines. Principles of Design and Layout. Elements of Design – Excerpts, Blurbs, Highlights, Infographics.

MODULE III: NEWSROOM SET UP AND FUNCTIONS: (15 Hrs)

Newspaper organization structure- Editorial department, Advertising, Circulation, Printing, Store, Administrative, IT departments. Functions of Editor. Functions of News Editor. Role and qualities of a Sub-Editor. Qualities of a reporter. Present and future status of Print Media.

MODULE IV: MEDIA ETHICS AND LAWS: (15 Hrs)

Contempt of Court. Defamation. Copyright Act. Article 19 (1) (a) – Fairness. Public Interest and Privacy. First Press Commission, Second Press Commission. Press Council of India (PCI) – Recommendations and status. Code of Ethics for Journalists. Ethical issues - conflict of Interest, News-source confidentiality, Intrusion into Privacy, Sting Operations.


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5. Reference Books:

1. Raman, Usha. Writing for the Media, Oxford University Press, India. (2009).
2. Bhargava, K.M. News Reporting and Editing, Motilal Role of Press. New Delhi, (2000)
3. Ahuja, B. N. Theory and Practice of Journalism, Surjeet Publications, Delhi. (1979).
4. Shoenfield, C.A. Effective Feature Writing, Harper, New York. (1996).
5. Hennessy. Writing Feature Articles – A Practical Guide to Methods and Markets (1997).
6. Ahuja, B.E.N.and Chhabra, S. S. News Reporting, Surjeet Publications, Delhi. (1990)
7. Fedler, F. Reporting for the Print Media, Oxford University Press, India. (1995).

6. Syllabus Focus

a) Relevance to Local/ Regional/ National/ Global needs

Modules	FOCUS	Relevance
	Local , Regional , National and Global Development Needs	
Module I	Global, National, Regional	The module is designed to understand the concept of journalistic writing
Module II	National, Regional	The module is designed to understand the editing process
Module III	National, Regional	The module is designed to understand the newspaper organizational structure
Module IV	National, Regional	The module is designed to understand media ethics and laws

b) Components of Skill Development/ Entrepreneurship Development/Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/Employability		
Skill Development	Module I	Group discussions
Employability	Module II	Content creation
Skill Development	Module III	Field Visit
Skill Development	Module IV	Interactive quiz

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Interactive classroom games	Experiential Learning
3.	Group Discussion	Participative Learning

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments - CIA (40%)	End Semester Examination - (60%)
CO1	IA I	End Semester examination <i>Satish Kumar</i>
CO2		
CO3	CIA-2 Live reporting of issues in a Newspaper	
CO 1,2,3,4	CIA-2 Design the front page of a newspaper.	

b) Question Paper Pattern

REPORTING FOR PRINT MEDIA
MODEL QUESTION PAPER

Course Code: U24/MCJ/DSC/301

Max Marks: 60

Credits: 4

Time: 2 Hrs

SECTION A - Answer ALL the questions. (Internal Choice)				4 Q X 10 M = 40 M
Q.No	Module	Question	CO	BTL (Bloom's Taxonomy Level)
1	Module 1	Explain news values with relevant examples? (OR)	CO 1	II
2	Module 1	Summarize the duties and qualities of a reporter.	CO 1	II
3	Module 2	How would you use visual elements if publishing a news story? (OR)	CO 2	III
4	Module 2	Identify the principles of Design and Layout?	CO 2	III
5	Module 3	Examine the current and future status of Print Media. (OR)	CO 3	IV
6	Module 3	How would you classify the structure of the Editorial Department?	CO 3	IV
7	Module 4	Define the objectives and functions of the Press Council of India. (OR)	CO 4	I
8	Module 4	How would you explain Freedom of Press in India in light of Article 19 (1) (a)?	CO 4	I

SECTION B - ANSWER ANY 4 OUT OF 6				4 Q X 5 M = 20 M	
(To compulsorily Answer ONE question from each module)					
9	Module 1	Explain News copy	CO 1	II	
10	Module 1	Explain Sources of Information	CO 1	II	
11	Module 2	How can you make use of Infographics to break down a complex story?	CO 2	III	
12	Module 3	Compare and contrast the functions of editor and sub editor.	CO 3	IV	
13	Module 3	How would you classify the Editorial department?	CO 3	IV	
14	Module 4	What are the provisions related to defamation law in India?	CO4	I	

C) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	2	5
2	15	CO-2	2	10	2	5
3	15	CO-3	2	10	2	5
4	15	CO-4	2	10	2	5

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