

SEMESTER - IV

ABNORMAL PSYCHOLOGY

1. Course Description

Programme: B.A.

Course Code: U24/PSY/DSC/401

Course Type: DSC

No. of credits: 4


Max. Hours: 60 Hrs


Marks: 100

Hours per week: 4

2. Course Objectives

- To identify and describe abnormal behaviors, including their manifestation, severity, and impact on individuals and society.
- To develop the ability to analyze and evaluate various factors contributing to the development and maintenance of mental disorders, including biological, psychological, and social determinants.
- To apply diagnostic criteria from the DSM and ICD-11 to classify and diagnose various mental disorders accurately, prevalence rates, comorbidity, prognosis, and factors influencing vulnerability and resilience.

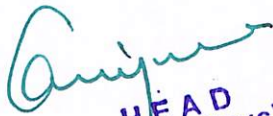

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3. Course Outcomes

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

- CO1: Understanding of the definition and historical perspectives of abnormal psychology, causes and classification of psychological disorders according to DSM and ICD-10 criteria. **(UNDERSTAND)**
- CO2: Determine diagnostic criteria, symptoms, causes, and treatment options for schizophrenia spectrum disorders and mood disorders. **(EVALUATE)**
- CO3: Determine diagnostic criteria, symptoms, causes, and treatment approaches for anxiety disorders, obsessive-compulsive disorder and eating disorders. **(EVALUATE)**
- CO4: Determine substance-related and addictive disorders and their respective diagnosis, symptoms, causes, and treatment strategies. **(EVALUATE)**


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4. Course Content

MODULE I: INTRODUCTION TO ABNORMAL PSYCHOLOGY	10 Hrs
Definition & Historical perspectives of Abnormal Psychology	
Causes of Abnormality - biological, psycho-social, socio-cultural causes	
Classification of mental disorders – DSM V, ICD-11: Diagnostic criteria of abnormal behavior, prevalence, comorbidity, prognosis, vulnerability and protective factors	
MODULE II: SCHIZOPHRENIA AND MOOD DISORDERS	11 Hrs
Diagnosis, symptoms, causes, treatment of	
Schizophrenic Spectrum Disorders: Schizophrenia, Delusional Disorder, Schizophreniform Disorder, Schizoaffective Disorder	
Bipolar and Related Disorders	
Major Depressive Disorder	
MODULE III: ANXIETY DISORDERS	12 Hrs
Diagnosis, symptoms, causes, treatment of	
Anxiety Disorders: Social Anxiety Disorder, Generalized Anxiety Disorder, Specific Phobia, Panic Disorder, Agoraphobia	
Obsessive Compulsive Disorder and related Disorders: Obsessive –Compulsive Disorder, Body Dysmorphic Disorder, Hoarding disorder.	
Eating disorders: Anorexia nervosa, Bulimia nervosa, Binge eating disorder	

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MODULE IV : SUBSTANCE RELATED & ADDICTIVE DISORDERS**12 Hrs**

Diagnosis, symptoms, causes, treatment of

Alcohol – Related Disorders: Alcohol use disorder, Alcohol Intoxication, Alcohol

Withdrawal, Caffeine use Disorder

Other substance Related Disorders: Cannabis use disorder, Hallucinogen use Disorder, Inhalant use Disorder, Opioid – use Disorder, Stimulant use Disorder, Tobacco use disorder.

5. References:

- 1) Bootzin, R. R., & Acocella, J. R. (1988). Abnormal psychology: Current perspectives . Crown Publishing Group/Random House.
- 2) Carson, R. C., Butcher, J. N., & Coleman, J. C. (1988). Abnormal psychology and modern life . Scott, Foresman & Co.
- 3) Mangal, S. K. (2008). Abnormal psychology. Sterling Publishers Pvt. Ltd.
- 4) Sue, D., Sue, D. W., Sue, S., & Sue, D. (2015). Understanding abnormal behavior. Cengage Learning.
- 5) Davis, D. R. (1984). An Introduction to Psychopathology. Fourth Edition, Chapter 1 to 7, Pages 1-168.
- 6) Srivastava, S. K. (2012). Psychopathological Disorders: Biopsychosocial Analysis, First Edition. Pp.309-332.
- 7) Comer, R. J. (2013). Abnormal Psychology

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6. Syllabus Focus

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

Local /Regional/National / Global Development Needs	Relevance
Local	Local communities & healthcare centers can improve & establish support groups, mental health services (diagnosis, treatment, resources & awareness for various disorders) & receive timely & appropriate care within the community.
Regional	Regional professionals & organizations can facilitate sharing of best practices, resources, research finding related to diagnosis & improve mental health services, reduce stigma that may lead to effective mental health strategies.
National	Governments can develop comprehensive mental health policies, allocate resources to cater to address prevalent mental disorders nationwide - prevention programs, training mental health professionals & enhancing treatment services.
Global	Global organizations can provide support to regions affected by mental health crises - natural disasters, conflicts, epidemics - providing - mental health interventions, capacity building programs & advocate for the rights of those who have mental disorders.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Analyze	MODULE I	Case Studies - Analyze case studies of individuals with mood disorders, encouraging critical thinking.
SD - Analyze & Evaluate	MODULE II	Role Play - To simulate diagnostic interviews & treatment planning for Schizophrenia & Anxiety Disorders
SD - Explore	MODULE III	Field Visits - Visit rehabilitation centers or support groups for first hand exposure to addiction recovery settings.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Presentation	Students can be assigned a few topics based on which they can explore various disorders in detail.
2	Role plays	Create scenarios to simulate diagnostic interviews & treatment planning for Schizophrenia & Anxiety Disorders
3	Group Discussion	Students can be divided into 2 groups where 1 group will be 'For' particular treatment plans & goals & 1 group can be 'Against' it trying to come up with alternative treatment plans & goals
4	Case studies	Analyze case studies of individuals with mood disorders, encouraging critical thinking.

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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 = Internal Assessment - Written Exam CIA - 2 = Skill Test	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	
CO3	CIA - 2 = Presentation	

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b) Model Question Paper- End Semester Exam**ABNORMAL PSYCHOLOGY**

Code: U24/PSY/DSC/401

Max marks: 60

Credits: 4

TIME: 2 Hrs

SECTION –A**Answer the following****4x10 =40 M**

1. How would you describe abnormality as viewed from the Past to the Present?
OR
2. What is the importance of the psychosocial factors contributing to abnormality?
3. How can you assess schizophrenia through evident symptoms, causes, and diagnosis of?
OR
4. What details would you use to contrast between Bipolar 1 and Bipolar 2 disorder?
5. What would you recommend as a treatment for Agoraphobia based on presenting etiology & symptoms?
OR
6. How would you compare and contrast the symptoms and treatment of body dysmorphic disorder and bulimia?
7. What are the treatment protocol & kind of comorbid conditions commonly diagnosed along with alcohol related disorders?
OR
8. Compare and contrast the etiology of substance related disorders and non-substance related disorders such as gambling disorders.

SECTION –B**Answer any FOUR****4x6 = 20 M**

9. What do you think is the difference between DSM and ICD classification.?
10. How would you explain Panic attack?
11. What do you recall about Generalized Anxiety Disorder?
12. What is a Delusional Disorder?
13. What are the facts of Alcohol withdrawal?
14. What is Korsak off syndrome?

SEMESTER - IV

ACADEMIC WRITING & RESEARCH METHODOLOGY

1. Course Description

Programme: B.A.

Course Code: U24/LIT/SEC/401

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks:50

2. Course Objectives

- To introduce the basics of Academic writing and Research Methodology to students.
- To inculcate skills of reading, writing and paragraph writing, that motivate students to take up Research.

3. Course Outcomes

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

CO1: Learners will be able to understand types of Research and form logical arguments that support their evidence.(Understand)

CO2: Learners will be able to properly cite sources using different style guides ,such as APA and MLA.(Apply)

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4. Course Content

MODULE I: RESEARCH METHOD

(15 Hrs)

- 1.Criteria of good Research
- 2.Types of Research: Primary and Secondary
- 3. Research design, Analysis and data interpretation
- 4. Prepare an outline for Research Article and thesis
- 5.Documentation format MLA & APA style

MODULE II: THESIS WRITING

(15 Hrs)

- 1.Critically reading and evaluating relevant literature
- 2.Summarising and synthesizing research articles
- 3.Paraphrasing techniques
- 4.Quoting, in-text citation and referencing
- 5.Ethical considerations in Academic Writing -Plagiarism
- 6.Thesis writing and Manuscript formatting - APA & MLA

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5. References

1. Murray & Hughes, G. (2008). *Writing Up Your University Assignments and Research Projects: A Practical Handbook*. New York: Open University Press.
2. *The MLA Handbook for Writers of Research Papers* (8th ed.). New York: Modern Language Association
3. Griffin, G. (2006). *Research Methods for English Studies*. Edinburgh: Edinburgh University Press
4. Leki, I. (1998). *Academic Writing: Exploring Processes and Strategies*. New York: CUP.
5. Rossiter, J. (2007). *The APA Pocket Handbook: Rules for Format & Documentation*. Augusta GA: DwPublishing Company.
6. How to Write a Better Thesis David Evans Third Edition
7. A Manual for Writers of Research Papers, Theses, and Dissertations 7th Edition
8. How to Write a Thesis by Umberto Eco.
9. Anderson, Marilyn. *Critical Thinking, Academic Writing and Presentation Skills*. Dorling Kindersley, 2012.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	Learners will be able to present research papers at national seminars.
Global	Learners will learn various types of research and choose the correct format for their research papers.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module I: Research methods	Data interpretation: learners will be able to segregate essential data required data from multiple sources
EMP	Module II: Thesis writing	Thesis writing: learners will have to present a paper by the end of the programme which later, adds to their resume.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Presentation
2.	Problem solving	Research Project

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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 - IA written exam	Written Exam
CO2	CIA-2 - IA written exam	

b) Model Question Paper- End Semester Exam**ACADEMIC WRITING AND RESEARCH METHODOLOGY****SEMESTER-IV**

Code : U24/LIT/SEC/401

Max Marks :30

Credits: 2

Time : 1 HOURS

Section A**Note: Answer any five questions:****5x6=30 marks**

1. List out various types of Research.
2. Define Research Analysis and Data interpretation
3. Elaborate the methods of documenting using MLA format
4. Comment on various paraphrasing techniques
5. Differentiate between summarizing and synthesizing research articles
6. Define Plagiarism and its effect on the quality of research
7. How to format a Thesis writing according to MLA style

SEMESTER - IV

CHILD PSYCHOLOGY

1. Course Description

Programme: B.A

Course Code: U24/PSY/SEC/401

Course Type: SEC

No. of credits: 2

Max. Hours: 30 hours

Hours per week: 2

Max. Marks: 50 M

2. Course Objectives

- To provide information on the principles and stages of prenatal development, along with the influence of both hereditary and environmental factors on child development.
- To develop an understanding of the multifaceted nature of child development including physical, emotional, cognitive and moral development.

3. Course Outcomes

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

- CO1: Demonstrate understanding of prenatal developmental principles and factors influencing fetal health. **(UNDERSTAND)**
- CO2: Recognize and assess the stages and milestones of physical, cognitive, emotional, and moral development in children, enabling them to identify normal developmental patterns and potential areas of concern. **(UNDERSTAND AND APPLY)**

4. Course Content

MODULE 1: BASICS OF CHILD DEVELOPMENT

15 Hrs

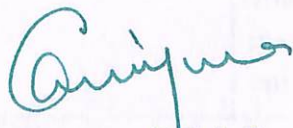
Definition, Nature & Scope of Child Development

Principles and Stages of Development

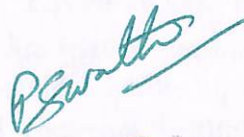
Prenatal development - the germinal period, period of embryo, period of fetus

Hereditary influences on development

Environmental influences on prenatal development



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MODULE 2: PHYSICAL, COGNITIVE, EMOTIONAL AND MORAL DEVELOPMENT
15 Hrs

Physical Development: overview of maturation and growth - changes in height & weight, body proportions, skeletal and muscular development; developmental milestones of babyhood, early childhood, late childhood

Cognitive Development: Piaget’s cognitive development theory, Vygotsky’s socio-cultural theory, importance of play in cognitive development

Emotional Development: Definition and functions of emotions, Development of Emotional Expression; Emotional self regulation.

Moral Development: Kohlberg’s Theory of Moral Development.

5. References

1. Shaffer R David. *Developmental Psychology* (4th ed.) Brooks/Cole Publishing company
2. Berk E. L. (2003). *Child Development* (6thed). India, Prentice Hall.
3. Hurlock, E.B. (1980). *Developmental Psychology: A life span Approach*. New Delhi: Tata McGraw-Hill.
4. Santrock, J.W. (2007). *Child Development* (11thed.). Tata McGraw-Hill Publishing Company Ltd.

6.Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
National	Understanding of physical, cognitive, emotional and social development helps create supportive environments to promote healthy development. This knowledge equips students in • nurturing positive parent-child relationships, managing challenging behaviors, and fostering healthy emotional development in children.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD-Analysing and Communication Skills	Module 2	<p>Guide students to analyzing the case studies, identifying symptoms based on theoretical frameworks.</p> <p>Provide observation checklists or for students to use as they observe and document behavioral patterns, social interactions, and emotional expressions in children and adolescents.</p> <p>Facilitate discussions where students share their observations, analyze patterns of behavior.</p>

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative	Case study through observation or videos: Provide observation checklists or for students to use as they observe and document behavioral patterns, social interactions, and emotional expressions in children and adolescents.
2.	Experiential and Participative	Group Discussion: Facilitate discussions where students share their observations, analyse patterns of behaviour.
3.	Participative	Research Articles: Students identify relevant research articles related to topics of their interest, submit them in given format along with the summary of results.

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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 / Research articles	Written Exam
CO2	CIA 2 Skill test	

b) Model Question Paper- End Semester Exam**CHILD PSYCHOLOGY**

Course Code: U24/PSY/SEC/401
Credits: 2

Time: 1 Hrs
Max marks: 30

SECTION - A**I. Answer any five of the following****5 x 6 = 30 M**

1. Define child development and discuss its nature and scope.
2. Explain the principles of child development.
3. How do genetics shape physical and psychological traits in children?
4. Describe the physical development milestones during infancy.
5. What external factors impact a developing foetus?
6. Briefly explain Piaget's Formal Operational stage of cognitive development.
7. How do children develop emotional expression and regulate their emotions over time?

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	15	CO1	4	6
II	15	CO2	3	6

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SEMESTER IV
SEC II – DIGITAL MARKETING

1. Course Description

Programme	: B.A.	Max. Hours	: 30
Course Code	: U24/MCJ/SEC/401	Hours per week	: 2
Course Type	: Skill Enhancement Course	Max. Marks	: 50
No. of Credits	: 2		

2. Course Objective:

1. To acquaint the students with the knowledge of growing integration between the traditional and digital marketing concepts and practices in the digital era.

2. To familiarise the students with the tools and techniques used by the digital marketers for driving the marketing decisions to attain marketing objectives.

3. Course Outcomes:

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

CO1: Define the concept of digital marketing, its integration with traditional marketing and discuss customer value journey in digital context and behaviour of online consumers.

CO2: Interpret email, content and social media marketing and apply the learnings to create digital media campaigns.

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4. Course Content

MODULE 1: MARKETING IN THE DIGITAL WORLD (15 hrs)


Digital marketing: Concept, Features, Difference between traditional and digital marketing; Digital Marketing Channels: Intent Based- SEO, Search Advertising; Brand Based- Display Advertising; Community Based- Others- Affiliate, Email, Content, Mobile. Customer Value Journey: 5As Framework; The Ozone 03 Concept Key; Traits of online consumers.

MODULE 2: DIGITAL MARKETING (15 hrs)

Content Marketing: Step-by-step Content Marketing – strategy– Email Marketing: Types – & best practices. Social Media Marketing: Building Successful Social Media strategy – Channels; Facebook, Linked-in, YouTube (Concepts and strategies) Search Engine Marketing-Working of Search Engine; SERP Positioning; online search behaviour, DMI’s 5P Customer Search Insights Model.

5. Reference Books

1. Dodson, I. (2016). The art of digital marketing: the definitive guide to creating strategic, targeted, and measurable online campaigns. John Wiley & Sons.
2. Kartajaya, H., Kotler, P., & Setiawan, I. (2016). Marketing 4.0: moving from traditional to digital. John Wiley & Sons.
3. Ryan, Damien: Understanding Digital Marketing - Marketing Strategies for Engaging the Digital Generation. Kogan Page Limited.


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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 concept of digital marketing, its integration with traditional marketing and customer value journey in digital context and behaviour of online consumers.
Module II	Global,National, Regional, Local	The module is designed to understand different types of Digital Marketing

b) Components of Skill Development/ Entrepreneurship Development/ Employability

FOCUS	Syllabus Content	Description of Activity
Skill Development/ Entrepreneurship Development/ Employability		
Skill Development	Module I	Quiz, case studies
Employability	Module II	Creating the content for marketing

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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 : Marketing Strategy	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	Digital Marketing Strategy - 10 M	

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b) Question Paper Pattern

SEMESTER III
SEC II- DIGITAL MARKETING
MODEL QUESTION PAPER

Course Code : U24/MCJ/SEC/401

Max. Marks : 30

No. of Credits : 2 Crs

Time : 1 Hour

SECTION A -Answer any FIVE of the following		5Q X 6 M = 30 M		
Q.No.	Module	Question	CO	BTL
1	Module 1	How does digital marketing differ from traditional marketing?	CO 1	II
2	Module 1	How can you explain the 5 A's framework of customer value journey?	CO 1	II
3	Module 1	What are the traits of Online customer ?	CO 1	II
4	Module 1	Explain in detail about SEO.	CO 1	II
5	Module 2	What are the types and best practices of email marketing	CO 2	IV
6	Module 2	How would you explain about building a successful social media market using channels?	CO 2	IV
7	Module 2	What are the traits of Online search behavior?	CO 2	IV

SEMESTER - IV

EXPERIMENTS IN PSYCHOLOGICAL PHENOMENON

1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSC/401/P

Hours per week: 2

Course Type: DSC

Max. Marks: 50 M

No. of credits: 1

2. Course Objectives

- To help students understand in detail about concepts of experiments in psychology
- To demonstrate and make students use and interpret various psychological and psychophysical experiments.

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)
- CO3: Use appropriate experiments for measurement of corresponding cognitive phenomena.
(UNDERSTAND AND APPLY)

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4. Course Content

Any 4 to be conducted from the following list

1	Recall & recognition
2	Concept Achievement Test :
3	Judgment of emotions from static photographs
4	Muller Lyer Illusion
5	Effect of meaningfulness in learning
6	Recall of completed and incomplete tasks (Zeigarnik effect)
7	Retroactive Inhibition - effect of similarity of original material & interpolated material on retroactive inhibition

5. References

1. Hussain A (2004). *Experimental Psychology*. PHI Learning Pvt. Ltd.
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 Need	Relevance
Regional	Evidence-Based Policy Making: People often rely on evidence-based approaches to develop and implement policies that address various social, economic, and health-related issues.

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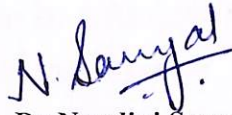
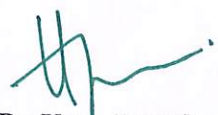
b) Components on Skill Development/Entrepreneurship Development/Employability


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


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 - IV**INDIAN WRITING IN ENGLISH****1. Course Description**

Programme: BA

Course Code: U24/DSC/LIT/401

Course Type: DSC

No. of credits:5

Max. Hours:75

Hours per week:5hrs

Max. Marks:100

2. Course Objectives

- To introduce learners to the aesthetics of Indian Writing in English through selected works of canonical writers.
- To familiarize learners with the various genres of Indian Writing in English - Drama, novel, poetry and short story.

3. Course Outcomes

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

CO1: List and define the concepts and movements, imperative to the study of Indian Writing in English (Knowledge).

CO2: Interpret the Indian ethos that address the contemporary concerns both at personal and national level (Understanding).

CO3: Interpret the oral tradition of storytelling that influences traditions as an integral constituent of culture (Understanding).

CO4: Classify the striking contrast between traditional Indian writing and the sensibilities of Indian Diaspora writers (Analyses).

CO5: Interpret the implications of breaking gender stereotyping in the Indian context (Understanding).

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

English in India, Indian English Poetry, Indian English Novel, Indian Diaspora

MODULE II: POETRY (15 Hrs)

Rabindranath Tagore - "Where the Mind is Without Fear"

Kamala Das - "My Grandmother's House"

MODULE III: FICTION (15 Hrs)Salman Rushdie - *Haroun and The Sea of Stories***MODULE IV: SHORT STORY (15 Hrs)**

Jhumpa Lahiri - "Interpreter of Maladies"

R.K. Narayan - "The Missing Mail"

MODULE V: DRAMA (15 Hrs)Mahesh Dattani - *Dance Like a Man*

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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	The spirit of national cohesion is invigorated through the readings of pre- and post- independence literature.
Global Development Needs	Learners are sensitized to cultural confrontation of the immigrants across the globe

b)Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Module 1	Oral / group Presentations using PPTs highlighting the unique aspects of language in the text selected helps learners in developing a sense of nationalism and identity.

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7. Pedagogy

S.No.	Student Centric Methods Adopted	Type/Description of Activity
1.	Participative Learning	Seminar, oral presentation
2.	Experiential Learning	Interactive classroom activities, Quiz
3.	Participative Learning	Group Discussion, Role play

8. Course Assessment Plan

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

Sl.no	Continuous Internal Assessment – CIA (40%)	End Semester Examination
CO 1	CIA2- Oral presentation	End Semester Exam
CO 2	CIA1	
CO 3	CIA1	
CO 4	CIA2-MCQs/Objective test	
CO 5	CIA2-MCQs/Objective test	

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b) Model Question Paper- End Semester Exam

INDIAN WRITING IN ENGLISH

SEMESTER IV

Course Code: U24/LIT/DSC/401

Max.Marks:60

Credits:5

Max Time: 2 Hrs

SECTION -A

Answer the following (250 words) 5x 10 = 50 Marks

1. Outline the Introduction of English in India before Macaulay's Minutes.
OR
2. What are the common features of initial Indian English Poets with the British Romantics?
3. Explain the central idea of the poem "My Grandmother's House".
OR
4. Summarize the central idea of Tagore's "Where the Mind is Without Fear".
5. Examine *Haroun and the Sea of stories* as a political allegory.
OR
6. Classify the language and speech patterns in Rushdie's *Haroun and the Sea of stories*.
7. Distinguish the writing style of RK Narayan, in presenting the mundane aspects of life, as lived by his characters in Malgudi.
OR
8. Write a brief note on the emotional conflicts faced by the major characters in Jhumpa Lahiri's "Interpreter of Maladies"
9. How would you justify *Dance like a Man* as a critique on gender stereotypes?
OR
10. Interpret the character of Jairaj Parekh with reference to Mahesh Dattani's *Dance Like a Man*.

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SECTION -B

II. Answer any 5 out of 7 questions 5x 2= 10 Marks

11. What are the main concerns of Indian Diasporic writers?

12. Annotate the following

“Where the mind is led forward by thee into ever-widening thought and action-
Into that heaven of freedom, my Father, let my country awake.”

13. Describe briefly the journey from the Town of G to the valley of K in
Haroun and the Sea of Stories.

14. How did the conflict between Mr. Kapasi and his wife affect their communication?

15. What is the unstated arrangement between Amritlal and Ratna in Mahesh
Dattani's *Dance like a Man*?

16. What characteristics of magical realism are incorporated in
Salman Rushdie's *Haroun and the Sea of Stories*?

17. How does Kapasi react in the final scene of Jhumpa Lahiri's
“Interpreter of Maladies”?

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SEMESTER-IV
RADIO AND TV NEWS PRODUCTION
PRACTICAL

1. Course Description

Programme : B.A	Max. Hours : 30
Course Code : U24/MCJ/DSC/401/P	Hours per week : 2
Type of course : DSC (Practical)	Max. Marks : 50
No. of credits : 1 Cr	

2. Course Objective:

1. To introduce script writing and producing different programs for radio
2. To report, format scripts, voice modulations to produce TV news programmes.

3. Course Outcomes

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

- CO1: Formulate scripts, record and edit for radio shows.
CO2: Develop skills for TV News writing and editing.

4. Course Content

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

List of Internal Projects

Exercise- I

- Understand basic elements of a radio script, recording, editing and production.
- Planning, writing a script and producing a radio jingle.

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Exercise- II

(05M)

- Planning and writing of TV news stories which include lead, body and conclusion.
- Shortlisting stories, rewriting and finalizing scripts.
- Selection of photographs, videos and graphics for the stories.
- Know-how anchor part/package/PTC/voice overs and editing plays a key role.

Exercise- III

(05M)

- Introduction: How to start a podcast?
- Produce a podcast: from planning to publishing.

Exercise- IV

(05 M)

- Create a news package

List of External Projects

Exercise- I

(10M)

- Create a radio PSA.

Exercise- II

(10M)

- Planning and covering events on Campus.
- Produce TV news bulletins (5 min)

Viva voice

(10 M)

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

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SEMESTER - 1V
WRITING FOR MEDIA

1. Course Description

Programme : B.A	Max. Hours 60
Course Code : U24/MCJ/DSC/401	Hours per week: 4
Type of course: Discipline Specific Core	Max. Marks 100
No. of credits : 4 Crs	

2. Course Objectives

1. To introduce students to writing for Radio, Television and Digital media.
2. To make students acquainted with various types and formats of script writing

3. Course Outcomes

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

CO1: Describe skills to write for and produce radio content.

CO2: Assess news content using various formats for television.

CO3: Identify cinematic grammar and apply in actuality.

CO4: Distinguish between writing for online media and other types of media.


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4. Course Content

MODULE I: WRITING FOR RADIO

(15 hrs)

Elements of radio: Human voice, sound effects and music, – Basic rules for writing a radio script- Radio Programme Formats – Types of microphones and its uses- Pre Production – Production - Post-Production – Final Mastering. Spoken language writing, Writing for radio commercials – illustrating copy with sound effects.

MODULE II: WRITING FOR ELECTRONIC MEDIA

(15 hrs)

Writing for Television/Films/Documentaries - Scripting Across Media – Formats of Scriptwriting. Television news writing and reporting- structure of a news story. News gathering – Editing – Packaging – P to C– News bulletin – News Anchor – Reporting Live events- Live Talk Show – Interview Setting – Live Events.

MODULE III: CINEMATIC LANGUAGE AND GRAMMAR

(15 hrs)

Film and Television Production – Camera (Types, Lenses) – Pre-production – Production – Post-production. Sound production: Diegetic and nondiegetic sound, foley, sound effects, dialogue and speech, ADR, music and sound mixing. Editing- Types of editing- linear and nonlinear editing, online and offline editing. – Final Output. Film Formats: Scripting - Parallel, linear and non-linear narrative – Original/Adaptation Screenplay - Screenplay Techniques- Three act structure - Concept – Outline – Research - Creation of Character – Treatment– Storyboard.

MODULE IV: WRITING FOR ONLINE MEDIA

(15 hrs)

Writing for online media - multimedia writing- Webcasting- online Journalism- Writing for the web- World Wide Web writing - webcasting. Writing for Podcasts. Podcast production. Blogging- the public Sphere in the Internet Era- Code of ethics in Web Media - The Digital India Act 2023.

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5. Reference Books:

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3. Kamat , M. V. Professional Journalism
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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	The module is designed to understand basic rules for writing for radio
Module II	National, Regional, Local	The module is designed to understand the Tv news writing and reporting
Module III	National, Regional, Local	The module is designed to understand the Cinematic language and grammar
Module IV	Global, National	The module is designed to understand the importance of online journalism

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b) Components of Skill Development/ Entrepreneurship Development/
Employability

FOCUS		
Skill Development/ Entrepreneurship Development/ Employability	Syllabus Content	Description of Activity
Skill Development	Module I	Field visit
Employability	Module II	News writing and reporting
Entrepreneurship Development	Module III	Ideation
Skill Development	Module IV	Group discussions

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1	Seminar Presentation	Participative Learning
2	Interactive 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	CIA I	End Semester examination
CO2		
CO3	CIA-2 Create and maintain Google site online	
CO4	CIA-2 Objective Type Test	

b) Question Paper Pattern

WRITING FOR DIVERSE MEDIA
MODEL QUESTION PAPER
THEORY

Paper Code: U24/MCJ/DSC/401

Max Marks: 60

Credits: 4

Time: 2hrs

SECTION A - Answer ALL the questions. (Internal Choice)			4 Q X 10 M = 40 M	
Q.No	Module	Question	CO	BTL
1	Module 1	Give an outline of various radio program formats with relevant examples. (OR)	CO 1	II
2	Module 1	Demonstrate the rules for writing a radio script?	CO 1	II
3	Module 2	How would you recommend a TV news script in split-page format? (OR)	CO 2	V
4	Module 2	Explain in detail the structure of a News Bulletin.	CO 2	V
5	Module 3	What are the three Act structures? (OR)	CO 3	I
6	Module 3	How would you explain shots based on the subject?	CO 3	I
7	Module 4	Distinguish between writing for traditional newsprint and e-newspapers. (OR)	CO4	IV
8	Module 4	Justify the following statement "code of ethics should be considered when writing for web media."	CO4	IV

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Ravi

SECTION B - ANSWER ANY 4 OUT OF 6

4 Q X 5 M = 20 M

(To compulsorily have ONE question from each module)

7	Module 1	How would you describe writing for the ear?	CO 1	II
8	Module 1	What is the main idea of Radio commercials?	CO 1	II
9	Module 2	Evaluate structure of a TV news story?	CO 2	V
10	Module 3	Define Linear Editing?.	CO 3	I
11	Module 3	How would you explain the importance of framing and composition	CO 3	I
12	Module 4	How can you assess the value of Webcasting in today's time?	CO4	IV

b) 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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