

SEMESTER - I

BRITISH LITERATURE (16TH -17TH CENTURY)

1. Course Description

Programme: BA

Max. Hours: 75 Hrs

Course Code: U26/LIT/DSC/101

Hours per week: 5 Hrs

Course Type: DSC

Max. Marks: 100

No. of credits: 5

2. Course Objectives

- To introduce learners to the tradition of English literature from the 16th -17th century.
- To familiarize the learners with the historical and cultural contexts of the 16th – 17th Century British literature.
- To make learners aware of the major genres and forms of English Literature in the Early Modern Period (1500-1800 AD).

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3. Course Outcomes

On completion of the course -

CO1: Learners gain a perspective to the relevant literary movements/ concepts prevalent in 16th -17th century. (Understand)

CO2: Learners are able to infer the major aspects of metaphysical movement, aspects of metaphysical poetry.(Application)

CO3: Learners are able to comprehend and assess the conventions, theme, motifs, and diction in Milton's epic poem Paradise Lost.(Analyze)

CO4: Learners gain ability to distinguish/analyze between two types of essay writing- Bacon's Aphoristic essay, Samuel Pepys's Diary entry.(Evaluate)

CO5: Learners will be able to recall the background, plot, theme, characters, theater devices etc of the Elizabethan Age as reflected in Shakespeare's play.(Remember)

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4. Course Content

MODULE I: HISTORY OF LITERATURE/CONCEPTS/MOVEMENTS: (15 Hrs)

Elizabethan Drama, Aphoristic Essay, Puritanism, Metaphysical Movement.

MODULE II: POETRY (15 Hrs)

George Herbert, "The Pulley"

John Donne, "The Canonization"

MODULE III: EPIC POEM (15 Hrs)

John Milton, *Paradise Lost* (Book I)

MODULE IV: PROSE (15 Hrs)

Francis Bacon, "Of Friendship"

Samuel Pepys - Diary Entry: "The Restoration" (1 May 1660)

MODULE V: DRAMA (15 Hrs)

William Shakespeare, *As You Like It*

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5. References

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2. Albert, Edward. (2014). History of English literature .New Delhi: Oxford University Press.
3. Bacon, Francis. (2008). Complete Essays. New York: Dover Publications Inc.
4. Dobson, Michael. (2009). The Oxford Companion to Shakespeare. Oxford: Oxford University.
5. Ford, Boris (ed.). (1990). Penguin Guide to Literature: The Age of Shakespeare. London: Penguin Books.
6. (1990). Penguin Guide to Literature: From Donne to Marvell. London: Penguin Books.
7. Grant, Teresa and Barbara Ravelhofer. (2007). English Historical Drama, 1500-1660: Forms outside the canon (Early Modern Literature in History).
8. Griffith, Tom. (ed.). (1999). The Concise Pepys. Herts: Wordsworth Editions Ltd.
9. Johnson, Samuel. (2009). Johnson's Life of Milton. Whitefish MT: Kessinger Publications.
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11. Milton, John. (2003). Paradise Lost. London: Penguin Books.
12. Negri , Paul. (2002). Metaphysical Poetry: An Anthology. New York: Dover Publications Peck. J., & Coyle.M. (2008). A Brief History of English Literature. Basingstoke: Palgrave Publishers.
13. Pepys, Samuel. (2007). The Diary of Samuel Pepys: Selection: A selection. London, Penguin Books.
14. Prasad, B. (2012). A Background to the Study of English Literature. New Delhi: Trinity Press.
15. Schwartz, Louis. (2014). The Cambridge Companion to Paradise Lost. Cambridge U Traversi, Derek. (1969). An Approach to Shakespeare. London: Hollis and Carter.
16. Vickers, Brian. (1968). Essential Articles for the Study of Francis Bacon. US: Archon Books.
17. Whatley, Richard (2013). Bacon's Essays-Primary Source Edition. US: Nabu Press.

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6. Syllabus Focus

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

Local/Regional/National/ Global Development Needs	Relevance
Regional	Learners will acquaint themselves with the culture of 16th and 17th Century England.
Global	Learners will understand the brilliance of Shakespeare and appreciate the relevance of his timeless themes.

b) Components on Skill Development/ Entrepreneurship Development/ Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	Background	Paper presentation: students will present papers on various background themes explored in the texts prescribed.
EMP	<i>Paradise Lost (Book I)</i>	Poetry recitation: students will read out their favorite poems of the writers prescribed in the syllabus.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar, Oral presentation, Group Discussion, Role play
2.	Experiential Learning	Interactive Classroom Activities, Quiz

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	CIA2-Oral presentation	End Semester Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/Objective test	
CO5	CIA2-MCQs/Objective test	

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b) Model Question Paper- End Semester Exam

SEMESTER-I BRITISH LITERATURE (16TH -17TH CENTURY)

Course Code: U26/LIT/DSC/101

Max. Marks: 60

Credits: 5

Max Time: 2 Hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Define Puritanism.

OR

2. Discuss the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.

3. Discuss the idea of God's omnipotence in the poem "The Pulley."

OR

4. Comment on the title of John Donne's poem "Canonization."

5. Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"- Discuss.

OR

6. Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I.

7. What is your assessment of the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship".

8. Discuss the literary significance of Samuel Pepys diary entry on "The Restoration (1 May 1660).

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9. Consider the symbolic significance employed by Shakespeare in “As You Like It” to bring out the complex web of the human psyche.

OR

10. Bring out the significance of the title “As You Like It.”

SECTION - B

II. Answer any FIVE

2 x 5 = 10M

11. Name any two contemporary writers of William Shakespeare and their significant works.

12. Explain the following line from Donne’s “The Canonization”: “We die and love the same, and prove mysterious by this love.”

13. Name two followers of Satan (Lucifer) who Satan addresses in Hell.

14. Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660.

15. How was the banished Duke’s life in the Forest of Arden?

16. Annotate the following briefly:

“Better to reign in hell

Than to serve in heaven”


17. How did Rosalind win Orlando’s heart?


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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	1 out of 2	10	1	2
2	15	CO-2	1 out of 2	10	1	2
3	15	CO-3	1 out of 2	10	1	2
4	15	CO-4	1 out of 2	10	1	2
5	15	CO-5	1 out of 2	10	1	2


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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	2	Application	15
3	2	Analysis	15
4	1	Evaluate	15
5	1	Remember	15

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SEMESTER - I

BRITISH LITERATURE (16TH -17TH CENTURY)

SEMESTER-END MODEL QUESTION PAPER TEMPLATE

SECTION A - INTERNAL CHOICE			5 Q X 10 M = 50 M	
Question Number	Question	Question	CO	BTL
1	Module 1	Define Puritanism	CO 1	Level II
2	Module 1	Trace the development of Metaphysical Movement in English Poetry in the later 16th and early 17th century.	CO 1	Level II
3	Module 2	Discuss the idea of God's omnipotence in the poem "The Pulley."	CO 2	Level III
4	Module 2	Comment on the title of John Donne's poem "Canonization."	CO 2	Level III

5	Module 3	Epic Similes employed by Milton have elevated the grandeur of "Paradise Lost"-Discuss.	CO 3	Level IV
6	Module 3	Discuss the gender divide and power relations between Adam and Eve and its subsequent implications on the designs of Satan in "Paradise Lost"- Book I	CO 3	Level IV
7	Module 4	Focus on the inimitable style of Francis Bacon as an essayist with reference to his essay "Of Friendship."	CO 4	Level V
8	Module 4	Discuss the literary significance of	CO 4	Level V


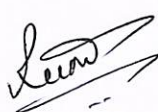

		Samuel Pepys diary entry.		
9	Module 5	Consider the symbolic significance employed by Shakespeare in "As you like it" to bring out the complex web of the human psyche.	CO 5	Level II
10	Module 5	Bring out the significance of the title "As you like it".	CO 5	Level II
SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 2 M = 10 M	
11	Module 1	Name any two contemporary writers of William Shakespeare and their significant works.	CO 1	Level II


12	Module 2	Explain the following line from Donne"s "The Canonization": "We die and love the same, and prove mysterious by this love" .	CO 2	Level III
13	Module 3	Name two followers of Satan (Lucifer) who Satan addresses in Hell.	CO 3	Level IV
14	Module 4 <i>11/12/2026</i> PROFESSOR Department of English OSMANIA UNIVERSITY HYDERABAD-500 007	Describe briefly the historical event recorded as a diary entry by Samuel Pepys on 1 May 1660	CO 4 <i>Head</i> Head Department of English St. Francis College For Women Begumpet, Hyderabad - 16	Level V


15	Module 5	How was the banished Duke's life in the Forest of Arden?	CO 5	Level II
16	Module 3	Annotate the following briefly: "Better to reign in hell Than to serve in heaven"	CO4	Level IV
17	Module 5	How did Rosalind win Orlando's heart?	CO2	Level II

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SEMESTER – I

INTRODUCTION TO COMMUNICATION AND JOURNALISM

1. Course Description

Programme : B.A.

Course Code : U26/MCJ/DSC/101

Course Type : Discipline Specific Core

No. of credits : 5

Max. Hours : 75

Hours per week : 5

Max. Marks : 100

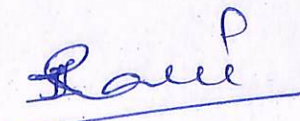
2. Course Objectives:

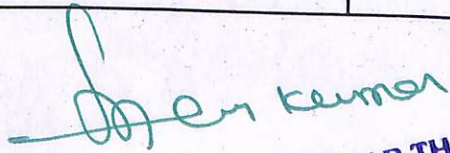
1. To provide students with a foundational understanding of communication concepts, models, and theories, and enable them to apply these principles in real-life and media contexts.
2. To develop students' critical understanding of journalism, its various forms, and its role and contribution to society.

3. Course Outcomes

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

CO	Description	BTL	
CO1	Define the basic concepts of communication and its role in society.	Remember	I
CO2	Describe various models of communication in their own words.	Understand	II
CO3	Apply theories of mass communication in real-life situations.	Apply	III
CO4	Analyse the role of journalism in society	Analyse	IV
CO5	Assess the different types of journalism and their contribution towards society	Evaluate	V


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4. Course Content

MODULE I: INTRODUCTION TO COMMUNICATION

(15 Hrs)

Definitions of Communication - Process of Communication - Functions and Barriers of Communication – Forms of Communication – Verbal, Non-verbal; Types of communication: Intra, Interpersonal, Group and Mass Communication. 7C's of communication. Modes of Mass Communication: Folk Art, Print, Radio, Television, Film, New Media; Digital Communication (SMS, MMS, WhatsApp, E-mail, Facebook Messenger, Zoom, X); Digital Media Platforms and its characteristics; Communication and its role in society. Role of Communication in SDGS.

MODULE II: MODELS OF COMMUNICATION

(15 Hrs)

Saadharanikaran Model of Communication (SMC-IKS); Linear Models: Aristotle, Berlo's SMCR, Harold Laswell, Shannon and Weaver; Non-Linear Models: Osgood and Schramm – Dance's Helical Model, George Gebner's model. Westley & MacLean's Model

MODULE III: THEORIES OF COMMUNICATION

(15 Hrs)

Effects theories : Hypodermic or magic bullet theory and limited effect theory; psychological or individual difference theory, personal influence theory : Two-step and Multi-step flow theory; Sociological Theories of Mass Communication: Uses and gratifications theory, Agenda Setting theory- Cultivation theory; Other theories : Spiral of Silence Theory, Media Ecology-theory, Knowledge Gap Hypothesis (Information-rich and Information-poor); Normative media theories- Authoritarian theory Libertarian theory– Free press theory – Social responsibility theory, Development Media Theory, Democratic participant theory.

MODULE IV: INTRODUCTION TO JOURNALISM

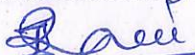
(15 Hrs)

Definition, scope, and nature of Journalism, Role of journalism in society (Democratic, Socialist and Communistic), Functions of Journalism, , Building public opinion (Vox Populi), Principles of Journalism, 4P's of Journalism (People, Politics, Press and Places), Journalism as a Fourth Estate: Case studies: Watergate scandal; Vietnam War, Anti Arrack Protests, Narmada Bachao Andolan, and anti-corruption movement.

MODULE V: KINDS OF JOURNALISM

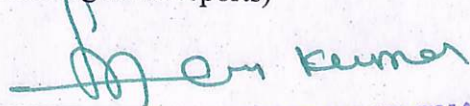
(15 Hrs)

Print Journalism (Newspapers and Magazine- Differences, Merits & Demerits), Broadcast Journalism (Radio and TV - Differences, Merits & Demerits), Digital Journalism (News Websites, Short News Apps, (Inshorts, Way2news, Daily hunt), Social media networks), Specialized Journalism- Sports Journalism, Science & Technology Journalism, Development Journalism, Citizen Journalism, Business Journalism; Ethics in Journalism : Cheque book/Paid Journalism and Yellow Journalism, Trends of Journalism : AI assisted Journalism (overview of AI, Usage of AI tools for enhancing news reports)



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5. Reference Books:

1. Vir Bala Aggarwal & V.S.Gupta(2002). Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi.
2. K.C.Sharma (2007). Journalism in India-History-Growth-Development. Regal Publications.
3. Kumar, K. J. (2014). *Mass communication in India* (4th ed.). Jaico Publishing House.
4. Narula, U. (2006). *Handbook of communication models, perspectives, strategies*. Atlantic Publishers & Distributors (P) Ltd.
5. Baran, S. J., & Davis, D. K. (2015). *Mass communication theory: Foundations, ferment, and future* (6th ed.). Sage Publications.
6. McQuail, D. (2010). *McQuail's mass communication theory* (6th ed.). Sage Publications.
7. Parthasarathy, R. (2009). *Basic journalism*. Macmillan India Ltd.

6. Syllabus Focus**a) Relevance to Local, Regional, National and Global Development Needs and Aligning with IKS, NSQF & SDGS**

Module	FOCUS Local /Regional/National / Global Development Needs	Relevance
Module I	Local & Regional	The module is designed to understand the basic concepts of communication
Module II	National & Global	The module is designed to introduce the different models of communication
Module III	Global & Local	The module is designed to understand the theories of communication
Module IV	Regional & Local	The module is designed to understand the role of journalism
Module V	Regional & Local	The module is designed to understand the various kinds of Journalism.

IKS	Syllabus Component	Module
IKS	Saadharanikaran Model of Communication (SMC)	II

NSQF level 5 & 6 (Multidisciplinary and Specialized Knowledge)

Aligned with SDGs : 3 & 4

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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	Role Play
Skill Development	Module II	Quiz
Skill Development	Module III	Group discussions
Employability	Module IV	Debate
Skill Development	Module V	Quiz and Group discussions

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Seminar Presentation	Participative Learning
2.	Audio Visual Presentation	Experiential Learning
3	Group Discussion	Experiential 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, CO2 & CO3	CIA-I	End Semester examination
CO3, CO4 & CO5	CIA-II	
CO1 & CO2	Chart preparations/MCQ/Quiz	
CO3, CO4 & CO5	Presentations	

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(b) Blue print of the Question Paper

INTRODUCTION TO COMMUNICATION & JOURNALISM

Course Code: U26/MCJ/DSC/101

Max Marks: 60

Credits: 5

Time: 2 Hrs.

SECTION A - INTERNAL CHOICE				5 Q X 10 M = 50 M	
Q.No	Question	Question	CO	BTL	
1	Module 1		CO 1	I	
OR					
2	Module 1		CO 1	I	
3	Module 2		CO 2	II	
OR					
4	Module 2		CO 2	II	
5	Module 3		CO 3	III	
OR					
6	Module 3		CO 3	III	
7	Module 4		CO 4	IV	
OR					
8	Module 4		CO 4	IV	
9	Module 5		CO 5	V	
OR					
10	Module 5		CO 5	V	

SECTION B - ANSWER ANY 5 OUT OF 7				5 Q X 2 M = 10 M	
11	Module 1		CO 1	I	
12	Module 2		CO 2	II	
13	Module 3		CO 3	III	
14	Module 4		CO 4	IV	
15	Module 5		CO 5	V	
16	Module 5		CO 5	V	
17	Module 2		CO 2	II	

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C) Model Question Paper - End Semester Exam

INTRODUCTION TO COMMUNICATION & JOURNALISM

Course Code: U26/MCJ/DSC/101

Max Marks: 60

Credits: 5

Time: 2 Hrs.

SECTION A - INTERNAL CHOICE		5 Q X 10 M = 50 M		
Q.No	Question	Question	CO	BTL
1	Module 1	Define communication. List its forms and types of Communication in detail (OR)	CO 1	I
2	Module 1	Describe the functions and barriers to Communication.	CO 1	I
3	Module 2	Illustrate the model of Aristotle with an example? (OR)	CO 2	II
4	Module 2	Illustrate Westley & MacLean's Model of communication with an example..	CO 2	II
5	Module 3	How would you apply the Agenda setting theory to the current media situation in India? (OR)	CO 3	III
6	Module 3	Identify the areas in your life in which you can apply the Uses and Gratification theory ?	CO 3	III
7	Module 4	Analyse 4P's of Journalism in society in detail? (OR)	CO 4	IV
8	Module 4	Analyse the impact of the Watergate scandal and anti anti-corruption movement in a democratic society.	CO 4	IV
9	Module 5	Compare how print journalism is different from electronic media journalism (OR)	CO 5	V
10	Module 5	What is your opinion of Chequebook journalism and Yellow Journalism in the post-truth era?	CO 5	V

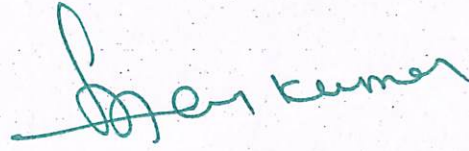
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SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 2 M = 10 M	
11	Module 1	What are the 7C's of communication?	CO 1	I
12	Module 2	Explain the Spiral of Silence theory?	CO 2	II
13	Module 3	Identify how the magic bullet theory is still relevant today?	CO 3	III
14	Module 4	Examine functions of Journalism.	CO 4	IV
15	Module 5	Compare science journalism with technology journalism	CO 5	V
16	Module 5	Is Citizen journalism the future of unfiltered news? Give your opinion.	CO 5	V
17	Module 2	Explain the timeless framework of Lasswell's model of communication and its relevance today?	CO 2	II



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A) Question Paper Blueprint with COs

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	1	2
2	15	CO-2	2	10	2	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	2	2

8. CO - PO Mapping with BTL

CO	PO	Cognitive Level	Class room sessions (hrs)
1	1	Remember	15
2	2	Understand	15
3	3	Apply	15
4	6	Analyse	15
5	7	Evaluate	15

9. COPO mapping with Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H		H	M	H	H	
CO2	H	H			M		
CO3	H	H	H			H	
CO4	H		H			H	L
CO5	H		H	M		H	

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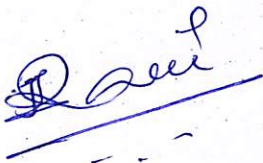
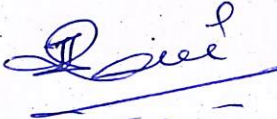

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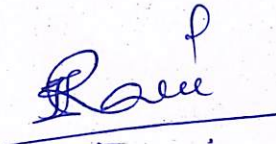
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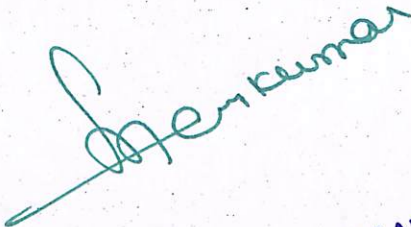
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Prepared by Course Teacher [Name & Signature]	Checked & Verified by HoD [Name & Signature]	Approved by the Principal
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SEMESTER - I**INTRODUCTION TO PSYCHOLOGY****1. Course Description**

Programme: B.A

Course Code: U26/PSY/DSC/101

Course Type: DSC - 1

No. of credits: 5

Max. Hours: 75 hours

Hours per week: 5 hours

Max. Marks: 100 M

2. Course Objectives

- To understand the significance of historical foundations in shaping modern psychology and demonstrate comprehension of the methods utilized in psychological research.
- To gain an understanding of the role played by the nervous system in regulating bodily functions and behavior, and acquire knowledge about the characteristics of sensation across different sensory modalities and the underlying sensory processes.
- To apply knowledge of attentional processes, comprehend the principles of perceptual organization and explain the characteristics of emotions, their subjective experiences, physiological responses, and behavioral expressions.

3. Course Outcomes

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

- CO1: Explain the foundational concepts, historical development, major perspectives, research methods, and ethical principles in psychology, including indigenous perspectives on mind and behaviour. **(UNDERSTAND)**
- CO2: Explain the role of each division of the nervous system in regulating bodily functions and behavior as well as gain knowledge about the functions of different regions of the brain in regulating physiological and cognitive processes. **(UNDERSTAND)**

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- CO3: Understand the characteristics of sensation and how they differ across sensory modalities, describe the neural mechanisms underlying sensory processes, and apply knowledge of attentional processes—including traditional Indian perspectives on focused attention (Dharana)—to understand and improve focus and concentration in various situations. **(UNDERSTAND AND APPLY)**
- CO4: Understand the principles of perceptual organization, describe different types of perceptual illusions and their underlying mechanisms. **(UNDERSTAND)**
- CO5: Explain the characteristics of emotion, including subjective experiences, physiological responses, and behavioral expressions, as well as explain the key principles of the theories of emotions. **(UNDERSTAND)**

4. Course Content

MODULE 1: INTRODUCTION

15 Hrs

Definition, Nature and Scope of psychology

Historical foundations of Psychology

Schools of psychology: Structuralism, Functionalism, Gestalt and Psychoanalytic approaches

Indian Perspectives on Mind and Behaviour: Overview of Antahkarana (Manas, Buddhi, Ahamkara, Chitta) (Aligned to components of Indian Knowledge Systems).

Modern Perspectives: Behaviourism, Humanistic, Biological, Cognitive, Socio-cultural and Eclectic.

Methods in Psychology: Introspection, Objective Observation, Survey, Experimental Method,

Correlation and Case Study Method

Ethics in psychological research

MODULE 2: BIOLOGICAL BASIS OF BEHAVIOUR

15 hrs

Overview of divisions of nervous system - Central, Peripheral - somatic, autonomic

Cells of nervous system: Structure and Function of Neurons,

Neurotransmitters and their influence on behaviour

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Spinal cord: overview of structure and function, reflex arc
 Major divisions of the brain - Forebrain, Midbrain, Hindbrain
 Endocrine system and its influence on behaviour,
 Neuroplasticity: Neural degeneration, Neural regeneration, Neural reorganization and recovery of function, blocking neuro-degeneration.

MODULE 3: SENSATION AND ATTENTION

15 Hrs

Sensory thresholds
 Definition and Characteristics of Sensation
 Sensory processes - Vision, Hearing, Smell, Taste and Touch - Pain
 Definition, types and determinants of attention (objective and subjective factors)
 Dharana (focused attention) in classical Indian psychology and its relevance to modern attention
 (Aligned to components of Indian Knowledge Systems).

MODULE 4: PERCEPTION

15 Hrs

Factors Influencing Perception
 Principles of perceptual organization: Form Perception; Depth perception-monocular / binocular cues; Motion Perception; Constancy in perception
 Errors in perception – illusions and hallucinations

MODULE 5: EMOTION

15 Hrs

Definition and characteristics of Emotion
 Internal & External changes during Emotion
 Physiological basis of emotion
 Adaptive and disruptive effects
 Theories of emotions -James-Lange, Cannon Bard & cognitive theories

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5. References

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2. Feldman, R. S., & Garrison, M. (1993). *Understanding psychology* (Vol. 10). McGraw-Hill.
3. Morgan, C. T., & King, R. A. (1966). *Introduction to psychology* (3rd ed.). McGraw-Hill.
4. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2016). *Foundations of Indian psychology: Theories and concepts*. Springer.
5. Rita, L. A., Atkinson, R. C., Smith, E. E., & Bem, D. J. (1996). *Hilgard's introduction to psychology* (12th ed.). Harcourt Brace College Publishers.

6. Syllabus Focus

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

Local /Regional/National /Global Development Needs	Relevance
Local	<p>By applying psychological principles responsibly and ethically, it's possible to address societal needs effectively.</p> <p>The inclusion of culturally grounded perspectives such as Dharana (focused attention) promotes practical strategies for improving concentration and self-regulation among students.</p>

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Ethical reasoning, critical thinking, evaluation skills	Module 1, Indian perspective - Dharana, Ethics in psychological research	<p>Self Regulation: Understanding the mechanisms of focus and concentration, to apply attention regulation strategies.</p> <p>Ethical Reasoning: Discuss ethical issues and dilemmas in psychological research and practice.</p> <p>Critical thinking & Evaluation: Encourage students to critically evaluate ethical considerations and adhere to ethical guidelines in their own work.</p>

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Field trip: Field trip to Birla Planetarium - Illusion Hall allows them to have a real-life experience of the illusions being taught.
2.	Participative Learning	Art Project: Students will be given a few topics from all modules, which they have to present visually, representing the theory / concept.
3.	Participative Learning	Assignments: Tracing the timeline of psychology as an emerging field, drawing and labelling the brain, neuron, eye and ear help the student remember.

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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 Test	Written Exam
CO2	CIA-1 - Written Test	
CO3	CIA-2 - (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

INTRODUCTION TO PSYCHOLOGY

Paper Code: U26/PSY/DSC/101

Time: 2 Hrs

Credits: 5

Max marks: 60

SECTION – A

5x10=50 M

Answer the following

1. Describe the scope of psychology.

OR

2. Explain the various research methods in psychology.

3. Compare and contrast the functions of the somatic and autonomic divisions of the Peripheral Nervous System.

OR

4. Describe the structure of a neuron and explain how its components contribute to its function.

5. Explain the sensory processes involved in vision, including the role of photoreceptors and neural pathways.

OR

6. Discuss the role of pain perception in the body and how it differs from other sensory modalities.

7. What are the factors influencing perception?

OR

8. Write about the principles of perceptual organisation.

9. Explain the characteristics of emotion and the physiological changes observed during emotional experience.

OR

10. Write about James Lange theory of emotion

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SECTION – B

5 x 2 = 10 M

Answer any five of the following:

11. Behaviourism
12. Dharana
13. 4 functions of the forebrain.
14. List out the determinants of attention.
15. Give 2 examples of depth perception.
16. Definition of emotion.
17. Illustrate the major divisions of the brain in a diagram.

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Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				5Q X 10 M = 50 M
Question Number	Module Covered	Question	CO	BTL (Blooms Taxonomy Level)
1	Module 1	Describe the scope of psychology.	CO 1	Understand
2	Module 1	Explain the various research methods in psychology.	CO 1	Understand
3	Module 2	Compare and contrast the functions of the somatic and autonomic divisions of the Peripheral Nervous System.	CO 2	Understand
4	Module 2	Describe the structure of a neuron and explain how its components contribute to its function.	CO 2	Understand
5	Module 3	Explain the sensory processes involved in vision, including the role of photoreceptors and neural pathways.	CO 3	Understand & Apply
6	Module 3	Discuss the role of pain perception in the body and how it differs from other sensory modalities.	CO 3	Understand & Apply
7	Module 4	What are the factors influencing perception?	CO 4	Understand
8	Module 4	Write about the principles of perceptual organisation.	CO 4	Understand
9	Module 5	Explain the characteristics of emotion and the physiological changes observed during emotional experience.	CO 5	Understand
10	Module 5	Write about James Lange theory of emotion.	CO 5	Understand

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SECTION B - ANSWER ANY 5 OUT OF 7**5Q X 2 M = 10 M****(To compulsorily have ONE question from each module)**

11	Module 1	Behaviourism	CO 1	Understand
12	Module 1	Dharana	CO 3	Understand & Apply
13	Module 2	4 functions of the forebrain.	CO 2	Understand
14	Module 3	List out the determinants of attention.	CO 3	Understand & Apply
15	Module 3	Give 2 examples of depth perception.	CO 4	Understand
16	Module 5	Definition of emotion.	CO 5	Understand
17	Module 2	Illustrate the major divisions of the brain in a diagram.	CO 2	Understand

c) Question Paper Blueprint




Modules	Hours Allotted in the Syllabus	CO Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO 1	2	5x10= 50	7 (By taking at least one question from each Module)	5x2= 10
2	15	CO 2	2			
3	15	CO 3	2			
4	15	CO 4	2			
5	15	CO 5	2			

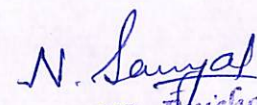
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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1	Understand	15
2	1	Understand	15
3	2	Understand, Apply	15
4	2	Understand	15
5	4	Understand	15

Prepared by	Checked & Verified by	Approved by
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