

**SEMESTER - V**

**GENERIC ELECTIVE**

**CONFLICT AND PEACE STUDIES**

**1. Course Description**

Programme: B.A  
Course Code: U20/POL/GE/501  
Type of Course: GE  
No. of Credits: 4

Max.Hours : 60  
Max.Marks: 100  
Hours per week: 4

**2. Course Objective**

- Outline various issues, concepts and evolution of Conflict and evolution of Peace building
- Understand the context of conflict
- Understand the role of Gender in Conflict

**3. Course Outcome**

- CO1 -Students will understand the issues and concepts of Conflict and Peace Building  
CO2 -Students will be aware of the various methods and tools of conflict resolution  
CO3 -Students will be able to determine and design peace-building process is best suited for conflict situations  
CO4 - Students will be able to critically evaluate the role of Gender in conflict and peace building

**4. Course Content**

**Module I – Concepts (15 Hours)**

1. Understanding Conflict
2. Peace
3. Conflict Analysis

**Module II – Dimensions and Sites of Conflict (15 Hours)**

1. Local, Sub-National and International sites of Conflict
2. Economic Conflict
3. Socio-cultural conflict

**Module III -Strategies for Peace (15 Hours)**

1. Conflict Resolution and Management
2. Non-Violence
3. Peace Movements

**Module IV - Gender, Conflict and Peace building (15 Hours)**

1. Women and Violence
2. Women's Role in Peacebuilding
3. Case Studies - Sri Lanka, Palestine



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**5. Suggested Readings**

- Bell, C. and O'Rourke C. (June 2007). The People's Peace? Peace Agreements, Civil Society, and Participatory Democracy. *International Political Science*, 28(3),293-324.
- Galtung, J. (1964). Violence, Peace and Peace Research. *Journal of Peace Research*, 6(3), 167-191 Retrieved from <http://jpr.sagepub.com/content/6/3/167.citation> 22.03.2014
- Goodhand, J. and Lewer N. (February, 1999). Sri Lanka: NGOs and Peace-Building in Complex Political Emergencies. *Third World Quarterly*, Complex Political Emergencies, 20(1), 69-87.
- Richmond, O. P. (Winter 2001).Rethinking Conflict Resolution: The Linkage Problematic Between "Track I" and "Track II". *The Journal of Conflict Studies*, XXI(2).
- Carey, H.F. and Richmond O.P. (ed.) (2003). *Mitigating Conflict: The Role of NGOs*, (Portland: Frank Cass Publisher).
- Ho-Won Jeong (2017). *Peace and Conflict Studies: An Introduction*. (New York: Routledge).
- Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. (Washington DC: United States Institute of Peace Publication).
- Maoz, I. (Spring 2006). Peace Building in Violent Conflict: Israeli-Palestinian Post-Oslo People-to-People Activities. *International Journal of Politics, Culture, and Society*, 17(3), 563-574.
- Newman, E. and Richmond O. (2006).*Challenges to Peacebuilding: Managing Spoilers during Conflict Resolution*. (Tokyo:United Nations University Press).
- Oberschall, A. (2007).*Conflict and Peace Building in Divided Societies: Responses to Ethnic Violence*. (Abingdon: Routledge).
- Paffenholz, T. (2011).*Civil Society & Peace Building: A Critical Assessment*. (New Delhi: Viva Books Private limited).

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

|  |  |
|--|--|
| Local /Regional/National /Global Development Needs | Relevance                                    |
| Local  | Local Context of Conflict                    |
| Regional   | Regional Arenas of Conflict                  |
| Global   | International Conflict Resolution Mechanisms |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity |
|-----------|------------------|-------------------------|
| SD        | Module III       | Presentation            |
| EMP       | Module IV        | Case Study              |

7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--------------------------------|
| 1.    | Experiential Learning           | Quiz                           |
| 2.    | Participative Learning          | Presentation                   |
| 3.    | Problem Solving                 | Case Study                     |

**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 -I Presentation                       | End Semester Exam            |
| CO2 | CIA - II Skill Test                       |                              |
| CO3 |   |                              |
| CO4 |   |                              |

**b) Model Question Paper- End Semester Exam****CONFLICT AND PEACE STUDIES**

TIME: 2 Hour

Course Code:U20/POL/GE/501

MAX.MARKS: 60

**SECTION A**

Marks – 4x10= 40

1. What is positive and negative peace?  
OR
2. What is the difference between conflict resolution and conflict transformation?
3. Explain the various sights of conflict  
OR
4. Explain economic conflict
5. What is Multi-track Diplomacy? Explain using examples  
OR
6. Explain the role of women in peacebuilding using case studies
7. How can we achieve sustainable peace?  
OR
8. What are the various forms of socio-cultural conflict?



## SECTION B

Marks – 4x5= 20

9. Structural Violence
10. Local Conflict
11. Peace Movements
12. Role of Women in conflict resolution in Sri Lanka
13. One example of Subnational conflict
14. Nonviolence

## c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|
| 1       | 10                             | CO1           | 2                            | 15          |
| 2       | 10                             | CO2           | 2                            | 15          |
| 3       | 10                             | CO3           | 2                            | 15          |
| 4       | 10                             | CO4           | 2                            | 15          |

## 9. CO-PO Mapping

| CO | PO | Cognitive Level | Classroom sessions(hrs) |
|----|----|-----------------|-------------------------|
| 1  |    | Understand      | 10                      |
| 2  |    | Evaluate        | 10                      |
| 3  |    | Create          | 10                      |
| 4  |    | Evaluate        | 10                      |

| Prepared by                                | Checked & Verified by                    | Approved by                          |
|--|--|--------------------------------------|
| Dr. Sinjini Bhattacharya<br><i>Sinjini</i> | Dr. Afshan Shireen<br><i>[Signature]</i> | Dr. Uma Joseph<br><i>[Signature]</i> |

|   |          |   |      |     |
|---|----------|---|------|-----|
|   |          | of research   |      |     |
| 7 | Module 2 | How to format a Thesis writing according to MLA style | CO 2 | III |

**SEMESTER - V****CONTENT WRITING AND SCRIPT WRITING****1. Course Description**

Programme: B.A

Course Code: U24/LIT/SEC/501

Course Type: SEC

No. of credits:2

Max. Hours:30

Hours per week:2

Max. Marks: 50

**2. Course Objectives**

- To introduce learners to the basic concepts of creative writing and Content development skills.
- To sensitize them to the various styles and techniques of writing and editing

**3. Course Outcomes**

CO1- Explain the principles and elements of effective content writing  
(Evaluate)

CO2- Assess the readability, coherence, and persuasiveness of written content.  
(Apply)

#### 4. Course Content

##### MODULE I: CONTENT WRITING

(15 Hrs)

1. Content Writing: Definition and scope
2. Types and importance of content writing
3. Skills required for writing quality content
4. Editing and proofreading- company style sheets, grammar, research, infographics and images.
5. Corporate communication- Writing for Business to Business(B2B), Business to consumer(B2C), Newsletters, Blogs

##### MODULE II: SCRIPT WRITING

(15 Hrs)

- 1) Process and creativity in scriptwriting (craft and technique)
- 2) Writing for film
- 3) Plot, story and writing for television

##### 5. References

1. Bell, Julia and Magrs, Paul, The Creative Writing Course-Book. London: Macmillan, 2001.

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2. Bailey, Tom. On Writing Short Stories. USA: OUP, 2010. Print. Morley, David. The Cambridge
3. Companion to Creative Writing. Pune: Cambridge University Press India Ltd., 2012. Print.
4. Clark, Peter Roy. Writing Tools. USA: Hachette Book Group, 2008. Print.
5. Davidson, Chad. Writing Poetry: Creative and Critical Approaches. USA: Palgrave Macmillan, 2009. Print.
6. Earnshaw, Steven (Ed). The Handbook of Creative Writing. Edinburgh: EUP, 2007
7. Field, Syd. The Screen Writer's Problem Solver. New York: Random House Publishing, 1998. Print.

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10. Spiro, Jane. Creative Writing Poetry. USA: Oxford University Press, 2004. Print. Web Resources: <https://www.entrepreneur.com/article/247908>
11. <https://www.locationrebel.com/b2b-writing/> 12. <https://wordpress.com/support/prevent-content-theft/> 13. <https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-it-important-for-blog-writing/> <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/> 14. <https://www.clearvoice.com/blog/10-types-content-writers-use/> [https://study.com/articles/What\\_is\\_a\\_Content\\_Writer.html](https://study.com/articles/What_is_a_Content_Writer.html)

## 6. Syllabus Focus

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

|  |  |
|--|--|
| Local /Regional/National /Global Development Needs | Relevance  |
| National Developmental Needs                       | Learners can understand the basics of developing content on their own which aligns with fulfilling needs |

|        |   |
|--------|---|
|        | such as building a national identity.   |
| Global | Along with this, learners can also contribute to industry, innovation and improving infrastructure. |

**b) Components on Skill Development/Entrepreneurship Development/Employability**

| SD/ED/EMP | Syllabus Content | Description of Activity  |
|-----------|------------------|--|
| SD        | Modules 1 and 2  | World building activity helps the learned hone their content skills and makes their writing more believable.                                     |
| ED        | Module 1         | A content creation activity helps the learners to start developing content on their own thus developing an essential skill to pioneer new ideas. |
| EMP       | Modules 1 and 2  | Script writing and enactment   |

**7. Pedagogy**

| S. No | Student Centric Methods Adopted | Type / Description of Activity   |
|-------|---------------------------------|--|
| 1.    | Writing activity                | Learners are asked to write content based on certain prompts to test their writing skills. |
| 2.    | Group discussion                | Discussion on what makes a compelling script for film and TV.                              |
| 3.    | Creative writing workshop       | A workshop to help the students hone their creative writing skills.                        |

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 I- Written exam                       | Written Exam                   |
| CO2 | CIA I- Written exam                       |                                |

b) Model Question Paper- End Semester Exam

## CONTENT WRITING AND SCRIPT WRITING

SEMESTER-III 5

CourseCode: U24/LIT/SEC/501

Max.Marks:30

Credits:2

MaxTime: 2 Hrs

## SECTION-A

Answer any 5 of the following

1. Define content writing and explain its fundamental principles. Discuss the key elements that make content effective.
2. List three types of content with their unique characteristics and with suitable examples for each.
3. Why is the editing and proofreading process crucial in content writing? Discuss three specific strategies you can use to improve the quality of your content during the editing and proofreading phase.
4. Identify the significance of conflict and resolution in scriptwriting. Explain with the help of an example from TV or film.

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5. What role does dialogue play in scriptwriting? Suggest two strategies to ensure that dialogue serves both character development and plot progression.
6. Explore the use of non-linear narratives in scriptwriting. Explain one strategy to employ timelines that deviate from the chronological order.
7. Assess the role of understanding the target audience in content writing? Explain how understanding the audience's needs, concerns and interests can improve content creation.

## CONTENT WRITING AND SCRIPT WRITING

## c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|
|         |                                |               |                              |             |

## SEMESTER- V

## GE-ENGLISH FOR COMPETITIVE EXAMS

## 1. Course Description

Programme: BA

Course Code: U24/ENG/GE/501

Course Type: General Elective

No. of credits: 4

Max. Hours: 60 hrs

Hours per week: 4hrs

Max. Marks: 100

## 2. Course Objectives

- To prepare learners to face the challenges of regular/online competitive exams in the English language globally.
- To train learners in effective time management.

## 3. Course Outcomes

On completion of the course, learners will be able to:

CO1: Illustrate their points of view, frame an argument and draw it to an effective conclusion with appropriate use of grammar and vocabulary. ( Understanding )

CO2: Interpret the information given in a context and represent the same in an organized and sequenced manner. (Understanding)

CO3: Describe the context of various texts with precision and clarity. ( Remembering)

CO4: Analyze various logical reasoning problems and come up with speedy solutions. (Analysing )

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**4. Course Content****MODULE I:****(15 Hrs)**

1. Types of Sentences
2. Sentence correction
3. Odd Sentence Out
4. Sentence sequence
5. Essay

**MODULE II:****(15 Hrs)**

1. Information transfer types
  - Tree Diagram
  - Flow Chart
2. Concord (Agreement of Subject with verb)
3. Tenses
4. Paragraph writing
5. Voice

**MODULE III:****(15 Hrs)**

1. Reading Comprehension Passage
2. Idioms and Phrases
3. Homonyms and Homophones
4. Collocation
5. Spellings

**MODULE IV:****(15 Hrs)**

1. Identification Common Errors
2. One-word substitutes
3. Foreign words and expression
4. Logical reasoning (blood relations, syllogisms)
5. Picture composition

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## 5. References

1. Borror, Donald Joyce. *Dictionary of Word Roots and Combining Forms Compiled From the Greek, Latin, and Other Languages: With Special Reference to Biological Terms and Scientific Names*. Mayfield publishing. 1960.
2. Brians, Paul. *Common errors in English usage: Third edition*. Franklin, Beedle & Associates Inc. 2013.
3. Davis, William. *Examples and exercises in English Parsing, syntax and analysis of sentences: Together with a brief outline of etymology, syntax and analysis*. Kessinger Publishing. 2008.
4. Godfrey, Jeanne. *Reading and making notes*. Basingstoke: Palgrave Macmillan. 2014.
5. Harrison, Louis. *Achieve IELTS grammar and vocabulary: English for international education*. Cengage Learning EMEA. 2009
6. Hewing's, Martin. *Advanced grammar in use (book with answers and CD-ROM)*
7. :*A self- study reference and practice book for advanced learners of English*.
8. Cambridge University press. 2013.
9. Joshi, Manik. *Homonyms, homophones and homographs: Vocabulary*
10. *building*. Manik Joshi. 2014.
11. Khashoggi, Khalid, and Arianna Astuni. *SAT Reading Comprehension Workbook: Advanced Practice Series*. Ilex Publications, 2014.
12. Prasad, Hari Mohan. *Objective English for Competitive Examination*. McGraw-Hill Education, 2015.
13. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. Oxford UP, 2013.

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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  | Ability to converse and write in English  |
| Regional   | Understand and assess problems in a systematic manner   |
| National   | Able to interpret and assess the happenings of the country                                    |
| Global   | Analyze the position of the country with respect to the rest of the world and improve upon it |

b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content          | Description of Activity   |
|-----------|---------------------------|---|
| SD        | Essay                     | Essay writing on topics of social relevance                     |
| ED        | Paragraph Writing         | Picture composition paragraphs                                  |
| EMP       | Identifying common errors | Editing exercises to develop a keen eye for mistakes in writing |

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## 7. Pedagogy

| S. No | Student Centric Methods Adopted                  | Type / Description of Activity                      |
|-------|--|---|
| 1.    | Participative Learning                           | Classroom games<br>Sentence Correction              |
| 2.    | Experiential Learning,<br>Participative Learning | Quiz ,One Word<br>Substitutes, group<br>discussion. |

## 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, CIA 2- MCQs test                   |                               |
| CO3 | CIA 2- MCQs test                          |                               |
| CO4 | CIA 2                                     |                               |

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## b) Model Question Paper- End Semester Exam

## ENGLISH FOR COMPETITIVE EXAMS

## SEMESTER V

Code: U24/ENG/GE/501

Max Marks: 60

Credits: 4

Time: 2 Hrs

## SECTION A

## I. Answer any ONE of the following: (10x1=10 m)

1. Write an essay in about 300 words on the advantages and disadvantages of social media use.

OR

2. Write an essay in about 300 words on the influence of contemporary cinema on the present generation of young adults.

II. 3. Draw a tree diagram that contains the main points and important supporting details from the following text about Coral reefs. (10x1=10)

Imagine you are a marine biologist conducting research on a coral reef ecosystem. The reef is a dynamic and biodiverse environment, hosting a wide array of marine life. The key components of this ecosystem include Coral Polyps, Fish Species, Invertebrates, and Algae. Coral Polyps serve as the foundation, providing habitats for various species. Within the Fish Species category, there are Herbivorous Fish, Carnivorous Fish, and Omnivorous Fish, each playing a unique role in the food web. Invertebrates encompass organisms like Crustaceans, Mollusks, and Echinoderms, contributing to the reef's diversity. Algae, including both Macroalgae and Microalgae, form the primary producers, contributing to the reef's overall productivity.

For example, within the category of Coral Polyps, there are Hard Corals and Soft Corals, each displaying distinct characteristics and ecological functions. Hard Corals, belonging to the Scleractinia order, form the reef's structural framework with their calcium carbonate skeletons. Soft Corals, on the other hand, belong to the Alcyonacea order and provide additional habitats and biodiversity. Within the Fish Species, Herbivorous Fish like Parrotfish play a crucial role in controlling algae growth, while Carnivorous Fish such as Groupers are apex predators in the reef ecosystem.

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4. Biodiversity, the variety of life forms on Earth, is crucial for the health and stability of our planet's ecosystems. It encompasses the rich tapestry of plants, animals, microorganisms, and their intricate interactions. Biodiversity provides a wide range of ecosystem services, including pollination of crops, clean water, air purification, and climate regulation. Additionally, it supports human livelihoods by offering resources like food, medicine, and raw materials. Beyond practical benefits, biodiversity holds immense cultural and aesthetic value, shaping our identities and providing inspiration for art, literature, and spirituality. Unfortunately, human activities such as deforestation, habitat destruction, pollution, and climate change are accelerating biodiversity loss at an alarming rate. This loss not only threatens countless species but also undermines the resilience of ecosystems and jeopardises our own well-being. Recognizing the vital role of biodiversity is essential for sustainable development and the well-being of future generations. It calls for concerted efforts to conserve, restore, and wisely manage our planet's biological heritage.

**III. Choose any ONE passage and answer the following (10x1=10)**

5. Unemployment is the problem of every modern nation. The government is not able to ensure a job for everyone. Following the conventional strategy of creating employment, governments of many developing countries try to attract employers (business houses/industrialists) by offering tax rebates and many other facilities so that they locate their upcoming plants on their soil, and thereby create industrial employment. But there is a limit to what industry can bring. Also, industrial plants often create toxic waste which results in air and water pollution and environmental problems which can outweigh whatever benefit industrial employment may bring as substantial relief to the dwindling economy of the host country and the profits of such foreign investments are carried back to the parent company and foreign shareholders abroad. Self-employment has none of these drawbacks. The problem is that self-employment is not as obviously glamorous as a shiny new factory. But profits from self-employment remain in the country where they are produced. It is too small to create environmental hazards. It also puts the poor person in charge of his or her own working hours and conditions. The hours are flexible and can be adapted to fit any family situation. It allows people to choose between running a business full time and part time when they face a crisis, or to put their business on hold and work full time for a salary. Self-employment is tailor-made for anyone who is street-smart and has many acquired and inherited traditional skills, rather than learning acquired from books and technical schools. This means the illiterate and the poor can exploit their strengths, rather than be held back by their weaknesses. It allows a person to turn their hobbies into gainful employment.

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It allows individuals who cannot work well in a rigid hierarchy to run their own show. Financing the poor to start their own little ventures elevates their sense of pride and self-respect. It offers a way out of welfare dependency, not just to become wage slaves, but to open a store or start a manufacturing business. It can help those who have found a job and are still nonetheless poor. It gives the victims of prejudice who would not be hired because of their colour or national origin a chance to earn a living. The average cost of creating self-employment is ten, twenty or hundred times less than creating industry-based employment. It helps isolated poor people gain self-confidence, step by step. Obviously self-employment has limits, but in many cases it is the only solution to help those whose economies refuse to hire and taxpayers do not want to carry on their shoulders. The policy needed for the eradication of poverty must be much wider and deeper than the policy for the provision of mere employment. Real eradication of poverty begins when people are able to control their own fate. Poor people are like bonsai trees. When you plant the best seed of the tallest tree in a flower pot, you get a replica of the tallest tree, only inches tall. There is nothing wrong with the seed you planted; only the soil base that is too inadequate. Poor people are bonsai people. There is nothing wrong with their seeds. Simply society never gave them the base to grow. All it takes to get the poor people out of poverty is for us to create an enabling environment for them. Once the poor are able to unleash their energy and creativity, poverty will disappear very quickly.

1. The most opposite meaning of the RIGID.
2. What does the paragraph say to strengthen the economies of host nations?
3. What are the advantages that self-employment has over industry-based employment?
4. Identify the true or false statements
  - a. Self-employed slowly but steadily strengthens the economy of the country.
  - b. Self-employed does not check unemployment.
5. The author claims that self-employment is 'tailor-made' for people with certain qualities. Identify which of the following are the qualities of such people?
  - a. They have an unconventional approach to all things.
  - b. They are street smart.
  - c. They possess many acquired and traditional skills

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6. Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a draisienne, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the draisienne wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground. In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers. In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a vélodipède, but most people called it a "bone shaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the vélodipède was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people. Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment. It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H. J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond-shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world.

1. Who used the gear system on bicycles first and what purpose his bicycles are used for?
2. What does the paragraph discuss?
3. According to the passage, How did the evolution of bicycles help the world?
4. Do the words 'invented' and 'discovered' mean the same? If not, what is the difference?
5. Identify the true of false statements
6. James Starley's design was not clumsy and ridden for transportation.
7. The safety bicycles are with uneven and lighter wheels.

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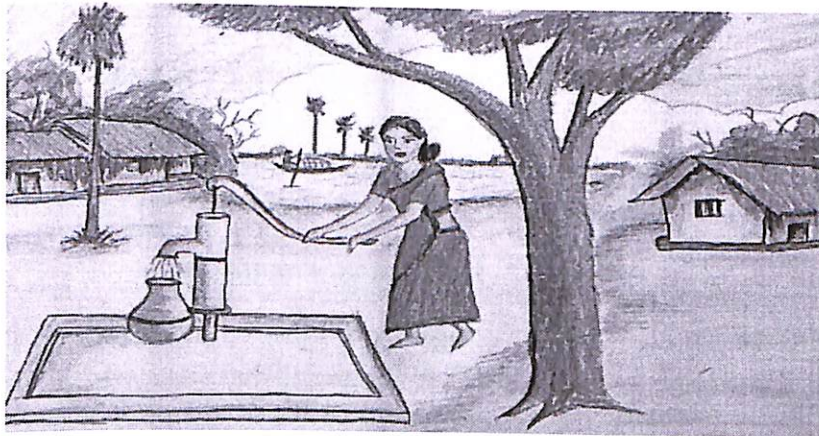
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IV. 7. Look at any ONE of the following pictures and attempt a brief write-up on it.



8.

OR



## SECTION B

Answer any FOUR of the following:

(4x5=20 marks)

I. Correct the following sentences:

(5x1=5 marks)

1. Rajeev believed that Suresh will turn out to be the culprit.
2. Why he smiled is difficult to understand.
3. I cannot say that she has passed.
4. He told me that he saw his brother last month.
5. All the novels what you bought are not up to the mark.

II. Choose the correct verb form from those in the brackets:

(5x1=5 marks)

1. He \_\_\_\_\_ asleep while he was driving. (fall)
2. I \_\_\_\_\_ him for a long time now. (know)
3. I \_\_\_\_\_ English for five years. (study)
4. He fell off the ladder when he \_\_\_\_\_ the roof. (mend)
5. The headmaster \_\_\_\_\_ to speak to you. (want)

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III. Find the correct meaning for the underlined idioms: (5x1=5 marks)

1. She has done her job. Now everyone else should get off her back.
  - a) Situation is reversed
  - b) Leave someone alone
  - c) Getting back somewhere
  - d) Providing correct information
  
2. She had been working so hard and her manager was unnecessarily putting her down. Now she has a bone to pick with him.
  - a) Change of tone
  - b) Timing issue
  - c) Last possible choice with someone
  - d) Confront someone who annoyed you
  
3. He had to bite his tongue in front of his relatives when they asked if his life was going well.
  - a) to stop oneself from saying something
  - b) to self harm
  - c) to say something out loud
  - d) to regret saying something
  
4. Hari decided to take a leave on the day the team needed his help the most. When he found out he was taken off the project, he flared up.
  - a) Rare and special occurrence
  - b) Sudden outburst of anger
  - c) Dejected feeling
  - d) Upset
  
5. I heard through the grapevine that Swetha doesn't like the new set of rules that the office has.
  - a) be nice to someone
  - b) try to anger someone
  - c) information got through friends
  - d) wants to be friends

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**IV. Choose the correct one word substitution for the given sentences/phrases. (5x1=5 marks)**

1. Cessation of arms before a formal treaty is signed during war
  - a) Armistice
  - b) Truce
  - c) Accord
  - d) Retreat
2. A place that provides refuge
  - a) Asylum
  - b) Sanatorium
  - c) Shelter
  - d) Orphanage
3. That which cannot be corrected
  - a) Indelible
  - b) Inflammable
  - c) Illegible
  - d) Incurable
4. An unconventional style of living
  - a) Cacography
  - b) Bohemian
  - c) Contemporaries
  - d) Hypochondriac
5. One who is unable to pay his debts
  - a) Insolvent
  - b) Lunatic
  - c) Amateur
  - d) Arbitrator

**V. Choose the correct homonym -**

**(5 x 1= 5 marks)**

1. Your perfume has a wonderful \_\_\_\_\_  
 a. cent  
 b. sent
2. I had an apple and a \_\_\_\_\_ for lunch  
 a. pair  
 b. pear

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3. The \_\_\_\_\_ from my boss cheered me up.  
 a. compliment  
 b. complement
4. The SWAT team \_\_\_\_\_ the bomb.  
 a. defuse  
 b. diffuse
5. The \_\_\_\_\_ in the movie is most transparent.  
 a. allusion  
 b. illusion

**VI. Give suitable meanings for the following foreign words borrowed by English:  
 (5x1=5 marks)**

1. The family wished him *bon voyage* on his maiden trip to the US.  
 a) Hello  
 b) See you again  
 c) Goodbye  
 d) Safe trip
2. That hat she wore on Tuesday was a major *faux pas*, everyone was talking about it.  
 a) Embarrassment  
 b) Error  
 c) Trendy  
 d) Dull
3. We have to maintain our *status quo* if we want to be respected in the company.  
 a) Manners  
 b) As it is  
 c) Commotion  
 d) Cool
4. The audience raised their hands *en masse*.  
 a) Altogether  
 b) Diverse  
 c) Quietly  
 d) Defiantly

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5. She saw that restaurant and felt a *deja vu*.
- Unnerving
  - Common
  - Strangely familiar
  - Seemingly odd

### ENGLISH FOR COMPETITIVE EXAMS

#### 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       | 10                             | CO1           | 2 (1 out of 2)               | 10          | 4 out of 6                   | 4x5=20      |
| 2       | 10                             | CO2           | 2(1 out of 2)                | 10          |                              |             |
| 3       | 10                             | CO3           | 2(1 out of 2)                | 10          |                              |             |
| 4       | 10                             | CO4           | 2(1 out of 2)                | 10          |                              |             |

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**SEMESTER - V****DISCIPLINE SPECIFIC ELECTIVE  
GLOBAL POLITICS****1. Course Description**

Programme: B.A

Course Code: U24/POL/DSE/501

Type of Course: DSE

No. of Credits: 5

Max Hours : 75

Max Marks: 100

Hours per week: 5

**2. Course Objective**

- To acquaint students with various issues
- To examine the importance of international political economy and its institutions
- To critically analyze security issues of current importance

**3. Course Outcome**

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

CO1 - Understand the changes in international relations post the end of Cold War (**Understand**)

CO2 - Identify the various institutions in world politics and justify their importance in the context of globalization (**Analyze**)

CO3 - Evaluate the critical issues in contemporary IR (**Evaluation**)

CO4 - Critically analyse the basis of India's Foreign Policy (**Analysis**)

CO5 -Evaluate the critical issues in India's Foreign policy concerns (**Evaluation**)

**4. Course Content**

**MODULE I: Conceptualization of Contemporary World Politics (15 Hours)**

1. International Relations in the Post-Cold War Era.
2. Globalization – Social, Political, Cultural and Economic.
3. Neo-Colonialism

**MODULE II: International Political Economy (IPE) (15 Hours)**

1. Rise of IPE in IR
2. The Bretton Woods System - The World Bank, IMF and WTO.
3. North-South Dialogue, G20

**MODULE III: Issues in International Relations (15 Hours)**

1. Environment and Climate change.
2. Terrorism
3. Human Rights

**MODULE IV: Basics of India's Foreign Policy (15 Hours)**

1. Determinants of India's Foreign Policy
2. Objectives and Principles

**MODULE V: Evolution of India's Foreign Policy (15 Hours)**

1. Look East to Act East
2. India's Engagement with multipolar world
3. Nuclear Policies



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**5. Suggested Readings**

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Calvacoressi, Peter. (2009) – *World Politics since 1945* (9<sup>th</sup> edition) New Delhi. Longman
3. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
4. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
5. Hobsbawm, E. (1995) – *Age of Extreme: The short 20<sup>th</sup> Century, 1914 – 1991*. London: Abacus
6. Jackson, Robert and Sorenson George (2013) – *Introduction to International Relations: Theories and Approaches*, Fifth Edition. New Delhi: Oxford University Press India.
7. Keohane, R.O. and Nye, (1991) – '*Transgovernmental Relations and the International Organization*' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.
8. Moore, John Allphin, and Purbantz, Jerry (2016) – *The New United Nations: International Organization in the 21<sup>st</sup> Century*. New York: Routledge.
9. Nicholson, M. (2002) – *International Relations: A concise Introduction*. New York: Palgrave.
10. Tailor, A.J.P (1961) – *The Origins of the Second World War*. Harmondsworth: Penguin .
11. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

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

|  |   |
|--|---|
| Local /Regional/National /Global Development Needs | Relevance   |
| National   | India's Foreign Policy Perspective  |
| Regional   | India's Role in Regional Bilateral and Trilateral initiative              |
| Global   | The international economic relations and issues in international politics |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity |
|-----------|------------------|-------------------------|
| SD        | Module II        | Presentation            |
| EMP       | Module IV and V  | Research                |

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--------------------------------|
| 1.    | Experiential Learning           | Quiz                           |
| 2.    | Participative Learning          | Seminar                        |
| 3.    | Problem Solving                 | Case Study                     |

### 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 | CA-I                                      | End Semester Exam            |
| CO2 | CA-I                                      |                              |
| CO3 | CIA I - Skill Test                        |                              |
| CO4 | CIA II - Assignment                       |                              |
| CO5 |   |                              |

## GLOBAL POLITICS

TIME: 2Hr

Course Code: U20/POL/DSE/501

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. Do you believe that in a globalized world the role of states has decreased? Justify your answer

OR

2. Critically examine the changes in global politics post-cold war.  
3. Evaluate the rise and fall of the Bretton woods system

OR

4. Explain the various traditional and alternative approaches to the study of IPE  
5. Examine the major steps taken to combat climate change induced treats at the global level

OR

6. Critically examine the role of UN in protecting Human rights  
7. India's foreign policy is a culmination of its history, geography and many related factors. Do you agree? Comment.

OR

8. Do you think the core values of India's foreign policy hold true even today? Analyze.  
9. Comment on the evolution of India's foreign policy from Look East Act East

OR

10. Critically examine India's engagements with various intergovernmental organizations .



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Answer Any Five of the following

Marks – 5x2=10

11. Neocolonialism
12. TRIPS
13. Energy Security
14. NAM
15. NPT
16. IMF
17. Narco Terrorism

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


  
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**SEMESTER - V**

**INDIA AND THE WORLD**

**1. Course Description**

Programme : B.A

Course Code: U24/POL/DSE/502

Type of Course: DSE

No. of Credits: 5

Max.Hours : 75

Max.Marks: 100

Hours per week: 5

**2. Course Objective**

- To understand the emergent issues of India's foreign policy
- To critically evaluate India's relations with big powers and neighbours

**3. Course Outcome**

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

CO1 -Identify, explain and evaluate determinants of India's foreign policy (Understand)

CO2 -Critically evaluate India's relation with major powers of the world India's position in various multilateral platforms (Evaluate)

CO3 -Determine the key issues that affect India's relation with its neighbours (Analyze)

CO4- Critically look at the key areas of interest for India's foreign policy (Analyze)

CO5 - Evaluate the importance of multilateralism in India's foreign policy (Analyze)

**4. COURSE CONTENT****MODULE I: Determinants and Principles of India's Foreign Policy (15 Hours)**

1. Domestic and International sources of India's Foreign Policy.
2. Objectives and Principles.
3. NAM: India and Non-Alignment; Relevance of the NAM.

**MODULE II: India's Relations with major States (15 Hours)**

1. India's relations with the US and Russia.
2. India's Relations with China and Japan.

**MODULE III: India and South Asian States (15 Hours)**

1. India's Relations with Afghanistan, Bangladesh, Bhutan, Maldives, Nepal Pakistan and Sri-Lanka, Myanmar: Main Issues

**MODULE IV: India's Security Challenges (15 Hours)**

1. Terrorism.
2. Energy Security.
3. Nuclear Policy.

**MODULE V: India and Multilateralism (15 Hours)**

1. India and the EU
2. India and the ASEAN.
3. BRICS and its aspirations
4. India in the UN

**5. Suggested Readings**

1. Bandopadhyay, J. (1970) – *Making on India's Foreign Policy*. New Delhi: Allied Press. ✓
2. Bajpayee, Kanti and Pant, Harsh V. (ed) (2013) – *Critical Analysis of India's Foreign Policy*. New Delhi: Oxford University Press.
3. Cohen, Stephen (2001) – *India: Emerging Power*. US: Brookings Institution Press.
4. Ganguly, Sumit (2014) – *India's Foreign Policy: Retrospect and Prospect*. New York: Routledge.
5. Ganguly, Sumit (ed) (2003) – *India as an Emerging Power*. London: Frank Cass.
6. Mishra, K.P. (ed) (1969) – *Studies in India's Foreign Policy*. New Delhi: Vikas Publications.
7. Nayar, B.R. and Paul, P.V. (2003) – *India in the World Order*. New York: Cambridge University Press.

8. Bertsch, G.K. and Gahlaut, S. (ed) (1999) – *Engaging India: US – Strategic Relations with the World's largest Democracy*. New York: Routledge.
9. Dutt, V.P. 2002 – *India's Foreign Policy in a Changing World*. New Delhi: Vikas Publications.
10. Pant, H.V. (ed) (2009) – *India's Foreign Policy in the UniPolar World*. New Delhi: Routledge.
11. Man Singh, Lalit (ed) (1997) – *India's Foreign Policy: Agenda for the 21<sup>st</sup> Century*. New Delhi: Konark Publications.
12. Dixit, J.N (2001) - *India's Foreign Policy – Challenge of Terrorism Fashioning Interstate Equations*. New Delhi: Gyan Publishing.
13. Singh, V.K. (2010) – *India's Energy Security: The Changing Dynamics*. New Delhi: Pentagon Energy Press.
14. Sikri, Rajiv (2009) – *Challenge and Strategy: Rethinking India's Foreign Policy*. New Delhi: Sage Publications.
15. Khanna V.K., Kumar Leslie (2018) *Foreign Policy of India*. New Delhi . Vikas Publishing House

## 6.Syllabus Focus

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

| Local /Regional/National /Global Development Needs | Relevance  |
|--|--|
| Local  | The Course addresses India's foreign policy principles, objectives                           |
| National   | The national determinants of India's foreign policy  |
| Regional   | The Course helps understand India's relation with regional powers                            |
| Global   | The Course addresses India's relations with global powers and its interests at the internati |

**b) Components on Skill Development/Entrepreneurship Development/Employability**

| <b>SD/ED/EMP</b> | <b>Syllabus Content</b> | <b>Description of Activity</b> |
|------------------|-------------------------|--------------------------------|
| SD               | Module II, III          | Research                       |
| EMP              | Module V                | Presentation                   |

**7. Pedagogy**

| <b>S. No</b> | <b>Student Centric Methods Adopted</b> | <b>Type / Description of Activity</b> |
|--------------|--|---------------------------------------|
| 1.           | Seminar Presentation                   | Participative Learning                |
| 2.           | Quiz                                   | Experiential Learning                 |
| 3.           | Group Discussion                       | Participative Learning                |

**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

| <b>CO</b> | <b>Continuous Internal Assessments CIA - 40%</b> | <b>End Semester Examination-60%</b> |
|-----------|--|-------------------------------------|
| CO1       | CIA-1  | End Semester Exam                   |
| CO2       | CIA-1  |                                     |
| CO3       | CIA-2 Skill Test                                 |                                     |
| CO4       | CIA-2 Presentation                               |                                     |
| CO5       |  |                                     |
|           |  |                                     |

## b) Model Question Paper- End Semester Exam

## India and the World

TIME: 2Hr

Course Code: U24/POL/DSE/502

MAX.MARKS: 60

Section A

Answer the following:

Marks – 5x10 = 50

1. What are the objectives and principles of India's foreign policy?

OR

2. Critically analyse the relevance of NAM in current global politics
3. Critically evaluate the changes in India-US relations

OR

4. Post-colonial Sovereignty has played a major role in shaping India-China relations - Elaborate
5. What are the major factors determining relations between India and Sri Lanka?

OR

6. Pakistani irredentism and India's postcolonial sovereignty have played major roles in shaping Indo-Pakistan relations - Justify
7. Critically evaluate India's counter-terrorism policy

OR

8. Identify the major issues in India's energy security
9. India-EU relations is a story of missed opportunities - explain

OR

10. India's look east and act east policies have had a major impact on its position as a regional superpower - justify

Section B

Answer Any Five of the following

Marks – 5x2=10

11. Objective of India's foreign policy
12. Indo-Japan relations

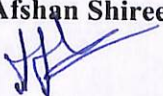
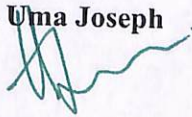
13. Indo-Myanmar relations
14. Nuclear Policy
15. India-BRICS relations
16. India-Afghanistan Relations
17. Indo-Bhutan Relations

### c) Question Paper Blueprint

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

### 9. CO-PO Mapping

| CO | PO | Cognitive Level | Class room sessions(hrs) |
|----|----|-----------------|--------------------------|
| 1  |    | Understand      | 15                       |
| 2  |    | Evaluate        | 15                       |
| 3  |    | Examine         | 15                       |
| 4  |    | Analyse         | 15                       |
| 5  |    | Interpret       | 15                       |

| Prepared by                         | Checked & Verified by   | Approved by   |
|-------------------------------------|---|---|
| Dr. Sinjini Bhattacharya<br>Sinjini | Dr. Afshan Shireen<br> | Dr. T. Uma Joseph<br> |

## SEMESTER - V

## INDIAN PSYCHOLOGY

## 1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/DSE/502

Hours per week: 4

Course Type: DSE

Max. Marks: 100 M

No. of credits: 4

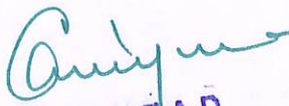
## 2. Course Objectives


- To explore the subject matter of Indian psychology and various research methods employed, examine consciousness through Advaita, Buddhism and Sāṃkhya-Yoga
- To understand the Vedic and Sāṃkhya Yoga conceptions of the mind and Śaṅkara's views on cognition and knowledge.
- To discuss theories of the "Self" in Indian thought and the concepts of self and personality in Vedānta, Sāṃkhya-Yoga, Bhagavad Gītā, and Āyurveda.

## 3. Course Outcomes

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

- CO1: Explain the subject matter, scope and research methods in Indian psychology. **(UNDERSTAND)**
- CO2: Describe Advaita metaphysics, study of consciousness through Buddhism and Sāṃkhya-Yoga. **(UNDERSTAND)**
- CO3: Compare and contrast the Vedic and Sāṃkhya Yoga perspectives on the mind and explain understanding of Śaṅkara's views on cognition. **(UNDERSTAND)**
- CO4: Gain a comprehensive understanding of various theories of the self in Indian thought. **(UNDERSTAND)**

  
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**4. Course Content****MODULE 1: SCOPE AND METHODS OF STUDY**

15 Hrs

## Psychology in the Indian Tradition

Scope and Subject Matter, Sources of Indian Psychology.

Research Methods in Indian Psychology

Experimental Methods, Phenomenological Methods, Other Methods of Relevance

**MODULE 2: CENTRALITY OF CONSCIOUSNESS**

15 Hrs

Advaita Metaphysics of Consciousness

Buddhist Phenomenology of Consciousness

Elements of Consciousness, Four Planes of Consciousness

Psychology of Consciousness in Sāṅkhya-Yoga

**MODULE 3: MIND-BODY COMPLEX**

15 Hrs

Mind in Indian Psychology

Vedic Conception of the Mind, Sāṅkhya Yoga Conception of Mind

Mind in Advaita Vedānta, Mind in Buddhism

Śaṅkara's Views of Cognition and Knowledge

**MODULE 4: SELF AND PERSONALITY**

15 Hrs

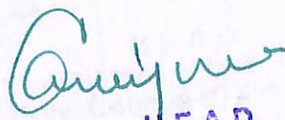
Theories of the "SELF" in Indian Thought

The Concept of Anattā and the Denial of the Self in Buddhism

The Concept of Self in Vedānta and Sāṅkhya-Yoga

Concept of Personality in the Bhagavad Gītā and according to Āyurveda

A Buddhist Perspective on Personality Types



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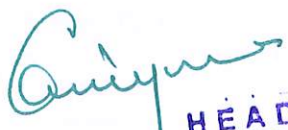
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3. Kuppaswamy, B. (1985). Elements of Ancient Indian Psychology, New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road.
4. Tart C. T. (1992). Transpersonal psychologies.(2nd Ed.). New York ; Harper Collins.
5. Vyas R. N. (1984). From Consciousness to Super Consciousness: Fundamentals of Indian Philosophical Psychology, New Delhi-110 002: Cosmo Publications, 24-B, Ansari Road, Daryaganj.

**6.Syllabus Focus**

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

| Local /Regional/National /Global Development Needs | Relevance   |
|--|---|
| National   | Students will be able to integrate traditional Indian wisdom with contemporary psychological approaches, offering therapeutic techniques that address the holistic needs of individuals, families, and communities. |
| Global   | Students gain a deeper understanding of Indian cultural values, beliefs, and practices, which can promote cultural sensitivity, cross-cultural communication, and integration in diverse settings.                  |

  
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## b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP    | Syllabus Content | Description of Activity  |
|--------------|------------------|--|
| SD - Analyse | Modules 2, 3, 4  | Encourage students to analyze the cases through the lens of traditional Indian wisdom and contemporary psychological theories.<br><br>Facilitate experiential exercises where students practice these techniques either individually or in pairs/groups. |

## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity  |
|-------|---------------------------------|---|
| 1.    | Case study analysis             | Participative: Encourage students to analyze the cases through the lens of traditional Indian wisdom and contemporary psychological theories. |
| 2.    | Research Articles               | Participative: Identify Indian origin research related to the topics in the syllabus and discuss the findings.                                |

## 8. Course Assessment Plan

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

| CO  | Continuous Internal Assessments<br>CIA -40% | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA 1 Written Test                          | Written Exam                 |
| CO2 | CIA1 Written Test                           |                              |
| CO3 | CIA 2 Skill Test                            |                              |
| CO4 | CIA 2 Assignment                            |                              |

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## b) Model Question Paper- End Semester Exam

## INDIAN PSYCHOLOGY

Course Code: U24/PSY/DSE/502  
Credits: 4

Time: 2 Hrs  
Max marks: 60

## SECTION - A

## I. Answer the following

4 x 10 = 40 M

1. What is the significance of psychology in the Indian tradition, and what are the sources of Indian psychology?

OR

2. Discuss the different research methods used in Indian psychology.

3. Explain the Advaita metaphysics of consciousness and its significance in Indian psychology.

OR

4. Describe the Buddhist phenomenology of consciousness.

5. Discuss Śāṅkara's views on cognition and knowledge.

OR

6. Compare and contrast the Sāṅkhya-Yoga and Advaita Vedānta.

7. Explore the theories of the "self" in Indian thought.

OR

8. Analyze the concept of personality in the Bhagavad Gītā and according to Āyurveda.

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## SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Discuss the Buddhist concept of Anattā.
10. Outline the scope of Indian psychology.
11. Describe personality according to ayurveda.
12. Types of personality according to Buddha.
13. Write about the four planes of consciousness.
14. Explain the concept of mind in Buddhism.

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                             | CO1           | 2                            | 10          | 1                            | 5           |
| II      | 15                             | CO2           | 2                            | 10          | 2                            | 5           |
| III     | 15                             | CO3           | 2                            | 10          | 1                            | 5           |
| IV      | 15                             | CO4           | 2                            | 10          | 2                            | 5           |

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**SEMESTER - V**

**INTERGOVERNMENTAL ORGANIZATIONS**

**1. Course Description**

Programme: BA  
Course Code: U24/POL/SEC/501  
Course Type: SEC  
No. of credits: 2

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

**2. Course Objectives**

- To acquaint students with the United Nations
- To acquaint students various regional and intergovernmental organizations

**3. Course Outcomes**

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

- CO1: Illustrate the role and importance of UN in global politics  
CO2: Demonstrate the importance of regional and intergovernmental

**4. Course Content**

**MODULE I: UNITED NATIONS**

- Organs - Structure and Functions
- Role and significance in global politics

**MODULE II: Regional and Intergovernmental Organizations**

- ASEAN
- SAARC
- BRICS

**5. References**

1. Bayles, John and Smith, Steve (ed) (2013) – *Globalization of World Politics*. New Delhi: Oxford University Press.
2. Chatterjee, Anik. (2010) – *International Relations today: Concepts and Applications*. New Delhi. Pearson.
3. Ghosh, Peu. (2013) – *International Relations*. New Delhi. PHI Learning Pvt. Ltd
4. Keohane, R.O. and Nye, (1991) – 'Transgovernmental Relations and the International Organization' in Smith, M. and Little, R (ed) *Perspectives on World Politics*. New York: Routledge.

**6. Syllabus Focus**

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

| Local /Regional/National /Global Development Needs | Relevance   |
|--|---|
| Regional   | The syllabus addresses the importance of regional organizations |
| Global   | The Syllabus addresses the role and functions of the UN         |



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**b) Components on Skill Development/Entrepreneurship Development/Employability**

| SD/ED/EMP | Syllabus Content | Description of Activity |
|-----------|------------------|-------------------------|
| SD        | Module I and II  | Case Study              |
| EMP       | Module I and II  | Research                |

**7. Pedagogy**

| S. No | Student Centric Methods Adopted | Type / Description of Activity |
|-------|---------------------------------|--------------------------------|
| 1.    | Experiential Learning           | Project                        |
| 2.    | Participative Learning          | Group Discussion               |

**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 | Presentation                              | Written Exam                 |
| CO2 | Project                                   |                              |

## b) Model Question Paper- End Semester Exam

## INTERGOVERNMENTAL ORGANIZATIONS

TIME: 1 Hour  
MAX.MARKS: 30

Course Code:U24/POL/SEC/501

Answer Any Five Marks – 5x6 = 30

1. Critically evaluate the role of Security Council in global politics
2. Examine the organization and functions of International Court of Justice
3. Is the UN able to fulfil its role of maintaining peace and security? Comment.
4. What are the main goals of ASEAN? Examine its functioning.
5. What are the main reasons for the non-performance of SAARC?
6. Examine the effect of BRICS expansion.
7. What is the role of the General assembly in global politics?

## c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|
| 1       | 15                             | 1             | 3                            | 15          |
| 2       | 15                             | 2             | 3                            | 15          |

## 9. CO-PO Mapping

| CO | PO | Cognitive Level | Class room sessions(hrs) |
|----|----|-----------------|--------------------------|
| 1  |    | Analyze         | 15                       |
| 2  |    | Analyze         | 15                       |

| Prepared by                                | Checked & Verified by               | Approved by                        |
|--|-------------------------------------|------------------------------------|
| Dr. Sinjini Bhattacharya<br><i>Sinjini</i> | Dr. Afshan Shireen<br><i>Afshan</i> | Dr. T. Uma Joseph<br><i>T. Uma</i> |

## SEMESTER - V

## INTRODUCTION TO WOMEN'S WRITING

## 1. Course Description

Programme: B.A

Course Code: U24/LIT/DSE/501

Course Type :DSE

No. of credits: 5

Max. Hours: 75 hrs

Hours per week: 5 hrs

Max. Marks: 100

## 2. Course Objectives

- To sensitize learners to various issues pertaining to women, their role and treatment in a patriarchal society cutting across race, class, culture and ethnicity.
- To prepare the learners to comprehend, assess and analyse the role of women in the relatively changing world.
- To sensitize learners to the exploitation and the predicament of women down the ages through women's writing.

## 3. Course Outcomes

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

CO1: Analyse and critically think about the status of women in the society, their role and treatment. (Analyse)

CO2: Illustrate the predicament of women writers in patriarchal literary canon and final independence as prerequisite to writing. (Apply)

CO3: Critically analyse the implications of gender sensitization in a society afflicted with discrimination and marginalization (caste, class) with a subtle allusion to myth and aspects of Eco-feminism. (Analyse)

CO4: Describe the different phases of feminism and the implications of women's liberation and identity in the Indian patriarchal set up through reading of the prescribed text. (Apply)

CO5: Demonstrate strength of faith and optimistic attitude to face the challenges of life. (Synthesis)

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

Feminism, Revisionist Myth-making, Dalit Feminism, Black Feminism

**MODULE II: POETRY (15 hrs)**

“Still I Rise” - Maya Angelou

“No Coward Soul is Mine” - Emily Bronte

**MODULE III: PROSE (15 hrs)**

“A Room of One’s Own”- Virginia Woolf

**MODULE IV: SHORT STORY/ESSAY (15 hrs)**

“The Fisherman’s Wife”- Suniti Namjoshi

“Problems for a Contemporary Theory of Gender” - Susie Tharu and Tejaswini Niranjana

**MODULE V: ONE ACT PLAY (15 hrs)**

“Matsyagandhi” - M. Sajitha

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## 5. References

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2. Bell, Quentin. (1974). Virginia Woolf. US: Mariner Books.
3. Bhat, Yashoda. (1993). The Image of Women in Indian Literature. New Delhi: B R Publishing Corporation.
4. Dass, Veena Noble (ed.). (1996). Feminism and Literature. New Delhi: Prestige.
5. Deshpande, Shashi. (2004). Collected Stories (vol 2). New Delhi: Penguin Books, India.
6. Dhawan, R.K. (1991). Indian Women Novelists. New Delhi: Prestige Books.
7. Jain, Jasbir. (1996). Women's Writing. Delhi: Raawat Publications.
8. Leaska, M.A. (1977). The Novels of Virginia Woolf from Beginning to End. New York: John Jay Press.
9. Madathil, Sajitha. (2013). Matsyagandhi (V. C. Harris, Trans.). In S. Kumar, B. Yadava Raju, & C. Muralikrishna (eds.), Skills in English: A Coursebook for Language Learning (pp. 145-148). Hyderabad: Orient Blackswan.
10. Mepham, John. (1991). Virginia Woolf: A Literary Life. New York: St. Martin's Press.
11. Pandey, Birendra. (2001). Indian Women Novelists in English. New Delhi: Sarup and Sons.
12. Sandhu, Sarabjeet. (1991). The Novel of Shashi Deshpande. New Delhi: Prestige Books.
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15. Vijayashree. C. (2001). The Artful Transgressor: Suniti Namjoshi. New Delhi: Raawat Publications.
16. Woolf, Virginia. (1929). A Room of One's Own. New York & London: The Fountain 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   |
|--|---|
| National Development Needs                         | Understanding intersectional feminism and the diverse needs of women in India contributes to NDN and patriotism.        |
| Global Development Needs                           | Understanding black feminism and struggles of African and African-American women creates a multicultural understanding. |

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## b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP                    | Syllabus Content  | Description of Activity   |
|------------------------------|---|---|
| Skill Development            | Feminism, Revisionist Myth-making, Dalit Feminism                       | Art Projects, Interactive Quiz to enhance presentation skills.  |
| Entrepreneurship Development | “A Room of One’s Own”- Virginia Woolf,<br>“Still I Rise” - Maya Angelou | Organize a symposium where students present research papers or projects on the intersection of literature and entrepreneurship.   |
| Employability                | “The Fisherman’s Wife”- Suniti Namjoshi,<br>“Matsyagandhi” - M. Sajitha | Conduct a workshop focusing on professional writing skills. Assign students to create resumes, cover letters, and professional emails. Use examples from Indian authors' biographies or fictional characters to make the exercise more engaging and relevant. |

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## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity            |
|-------|---------------------------------|---|
| 1.    | Experiential Learning           | Interactive crossword puzzles and quizzes |
| 2.    | Participative Learning          | Group Discussion, Presentation            |
| 3.    | Problem Solving                 | Forum/Interactive sessions                |

## 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                  | Semester End<br>Written Exam  |
| CO2 | CIA 1                                     |                               |
| CO3 | CIA 1                                     |                               |
| CO4 | CIA 2 - MCQ/Objective Type                |                               |
| CO5 | CIA 2- MCQ/Objective Type                 |                               |

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## b) Model Question Paper- End Semester Exam

## INTRODUCTION TO WOMEN'S WRITING

Code: U24/DSE/LIT/501

Max Marks: 60

Credits: 5

Time: 2 hrs

SECTION - A

I. Answer the following (250 words)

5 x 10 = 50 M

1. Write a short note on Revisionist Myth Making

OR

2. Write a short note on Dalit Feminism

3. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte.

OR

4. What impact does the repetition of the phrase "I rise" create in the poem: "Still I rise" by Maya Angelou

5. In "A Room of One's Own", Woolf talks of several factors of discrimination (social, economic, artistic etc) concerning women. Do you think they are relevant in the present scenario?

OR

6. What are the symbols and motifs used in Woolf's "A Room of one's own"

7. Write about Feminist fabulation with reference to "The Fisherman's Wife".

OR

8. How do Tharu and Niranjana use the concept of caste, class, and community to challenge traditional feminist inquiry? Provide examples from their essay that illustrate their perspective.

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9. Comment on the implications of the myth on Matsyagandhi with reference to the one-act play by Sajitha Madathil.

OR

10. Write about the representation of women in Sajitha Madathil's play "Matsyagandhi".

**SECTION - B**

**II. Answer any 5 out of 7 questions:**

**2 x 5 = 10 M**

11. Discuss the concept of revisionist mythmaking.
12. Annotate the following- "Bringing the gifts that my ancestors gave, I am the dream and the hope of the slave. I rise I rise I rise."
13. Annotate the following: "O God within my breast Almighty ever-present Deity Life, that in me hast rest, As I undying life, have power in thee"
14. Comment in your own words the central theme of the poem, "No Coward Soul is Mine" by Emily Bronte
15. What myth is the playwright alluding to in the concluding lines of the one act play "Matsyagandhi"
16. How do the authors of "Contemporary Theory of Gender" argue that "woman" is not a homogenous category?
17. In what ways would the emergence of a new port affect the lives of the fisher folk in Sajitha Madathil's play "Matsyagandhi".

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## SEMESTER - V

## INTRODUCTION TO WORLD LITERATURE

## 1. Course Description

|                              |                         |
|------------------------------|-------------------------|
| Programme: B.A.              | Max. Hours: 75 Hours    |
| Course Code: U24/LIT/DSE/502 | Hours per week: 5 Hours |
| Course Type: DSE-2           | Max. Marks: 100         |
| No. of credits: 5            |                         |

## 2. Course Objectives:

- To introduce learners to a global view through the study of national literatures across the world.
- To demonstrate ability to show an understanding of cultural exchange processes as represented through literature from different parts of the world.
- To enable learners to relate socio-economic development to the historic development of the Nation through various literary texts.

## 3. Course Outcomes:

On completion of the course learners will be able to:

CO1: Learners are acquainted with the major literary concepts/movements to comprehend and interpret the prescribed texts of World Literature. (Understand)

CO2: Learners gain a perspective of the post-colonial Nigerian society afflicted by the conflicts between tradition and modernity. (Evaluate)

CO3: Learners emerge conscious of the illusions pertaining to national identity and the status of an individual in a given geographical area.(Comprehend)

CO4: Learners construct ideas on multiculturalism, disconnect from native land and the challenges faced by the indigenous tribes of Australia. (Apply)

CO5: Learners are familiarized with the genre of embedded fantasy narrative and the contrasting harsh reality of Russian society. (Analyse)

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**4. Course Content****MODULE I: CONCEPTS/MOVEMENTS (15 Hours)**

Colonialism, Post colonialism, Marxism, Embedded Narratives

**MODULE II: POETRY (15 Hours)**

Oodgeroo Noonuccal - "Namatjira, The Aboriginal Man"

Wole Soyinka - "Dedication"

**MODULE III: FICTION (15 Hours)**Amitav Ghosh - *The Shadow Lines***MODULE IV: SHORT STORY (15 Hours)**

Anton Chekov - "Vanka"

Arabian Nights - "The Tale of Three Apples"

**MODULE V: DRAMA (15 Hours)**Derek Walcott - *Dream on a Monkey Mountain*

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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 development needs.                        | Learners are able to appreciate Indian Writing in English and analyze them, adding to patriotism and national cohesion.                                      |
| Global development needs.                          | Learners are able to understand and analyze different kinds of literature from around the world and address global concerns and multicultural understanding. |

## b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content                       | Description of Activity  |
|-----------|--|--|
| SD        | The Shadow Lines                       | Group activity that can enhance research, teamwork, and presentation skills.   |
| EMP       | “Vanka”,<br>“The Tale of Three Apples” | Book review assignments. This activity sharpens critical thinking, analytical writing, and the ability to provide constructive feedback – valuable skills in many professions. |

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## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type /Description of Activity |
|-------|---------------------------------|-------------------------------|
| 1.    | Participative Learning          | Lecture method                |
| 2.    | Experiential Learning           | Interactive activity          |
| 3.    | Participative Learning          | Audio Visual                  |
| 4.    | Participative Learning          | Presentations                 |
| 5.    | Experiential Learning           | Discussions                   |

## 8. Course Assessment Plan

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

| COs | CIA (40%)                 | End Semester Examinations (60%) |
|-----|---------------------------|---------------------------------|
| CO1 | CIA-2 -MCQs/ Presentation | End Semester Examination        |
| CO2 | CIA-1 - IA written exam   |                                 |
| CO3 | CIA-1 - IA written exam   |                                 |
| CO4 | CIA-2- MCQs/ Presentation |                                 |
| CO5 | CIA-2 -MCQS/ Presentation |                                 |

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## b) Model Question Paper- End Semester Exam

## INTRODUCTION TO WORLD LITERATURE

SEMESTER - V

Code: U20/DSE/LIT/502

Max Marks: 60

Credits: 5

Time: 2 Hrs

## SECTION – A

I. Answer the following (250 words)

5 x 10 = 50 Marks

1. Explain the concept of Embedded Narratives.

OR

2. What is Marxism?

3. Discuss the title of the poem "Aboriginal Man".

OR

4. Explain in detail the themes of the poem "Dedication" by Wole Soyinka.

5. Examine the theme of nationalism in Amitav Ghosh's "Shadow Lines".

OR

6. What, according to you, constitute(s) the "shadows" and the "lines" in Amitav Ghosh's novel "Shadow Lines"?

7. Discuss and appreciate the use of the element of pathos in the text "Vanka" by Chekhov.

OR

8. How does "The Tale of Three Apples" demonstrate the techniques of an embedded narrative?

9. How does "Dream on Monkey Mountain" explore identity from a postcolonial perspective?

OR

10. What is the significance of the "journey" and "home" motifs in Dream on a Monkey Mountain?

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## SECTION – B

II. Answer any 5 out of 7 questions:

5 x 2 = 10 Marks

11. List out the names of two texts (other than the ones prescribed in your syllabus) which can be read as embedded narrative.
12. Who is the character Moustique in Dream on a Monkey Mountain?
13. What is the name of the doll that Ila used to play with as a child? What is the doll symbolical of?
14. Annotate the following briefly:  
“What did their loud acclaim avail  
Who gave you honour, then gave you jail?”
15. Who does Vanka write the letter to? Why do you think the letter would never reach the intended person?
16. With reference to “Shadow Lines” mention the incident that triggered the riots in Kashmir.
17. Explain the line in the context of the poem:  
“They called you a genius and broke your heart”.

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## SEMESTER - V

## PSYCHOLOGICAL ASSESSMENT

## 1. Course Description

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/DSE/501/P

Hours per week: 2

Course Type: DSE

Max. Marks: 50 M

No. of credits: 1

## 2. Course Objectives

- To help the students apply the principles of personality psychology to effectively administer, score, and interpret various personality tests,

## 3. Course Outcomes

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

CO1: Apply the knowledge on principles of psychology to administer, score and interpret various psychological tests. **(APPLY, ANALYZE)**

CO2: Use appropriate psychological tests for measurement of corresponding psychological phenomena. **(APPLY, ANALYZE)**

## 4. Course Content

Any 4 to be administered from the following list

|   |                                |
|---|--------------------------------|
| 1 | Dimensions of Friendship Scale |
| 2 | Emotional Intelligence Scale   |
| 3 | Educational Aspiration Scale   |
| 4 | Dimensions of Rigidity Scale   |
| 5 | Personal Effectiveness scale   |
| 6 | Self-confidence                |
| 7 | Self-efficacy scale            |

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### 5. References

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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   | Provide guidance to help individuals identify suitable career paths, occupations, and work environments that align with their personality traits, interests, and values. By matching individuals with careers that fit their personality profiles can contribute to career satisfaction, increased performance and professional fulfillment. |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP | Syllabus Content | Description of Activity  |
|-----------|------------------|--|
| SD        | All tests        | Rapport building, administering the test, scoring, result interpretation and recording the results.  |
| EMP       | All tests        | The skill to perform all of the above provides opportunity in vocational guidance / career counselling. Students can take up internships or assist psychologists in administering the tests. |


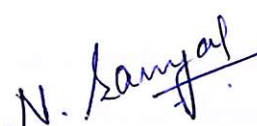
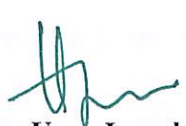
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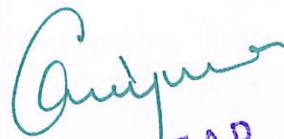
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## 7. Course Assessment Plan

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

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

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



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## SEMESTER - V

## PSYCHOLOGICAL SKILLS FOR EFFECTIVE LIVING

## 1. Course Description

Programme: B.A

Max. Hours: 60 hours

Course Code: U24/PSY/GE/501

Hours per week: 4

Course Type: GE

Max. Marks: 100 M

No. of credits: 4

## 2. Course Objectives

- To develop a broader understanding of concepts in psychology and facilitate self-awareness through identifying interpersonal skills and emotions.
- To learn theoretical concepts in order to apply the same through mediums of personal assessment and exercise techniques.

## 3. Course Outcomes

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


CO1: Demonstrate an increased understanding of themselves through the application of reflective exercises such as the Johari window and personal SWOT analysis. **(UNDERSTAND, APPLY AND ANALYZE)**

CO2: Grasp the various nuances in interpersonal relationships, communicate and effectively resolve conflicts, applying techniques and strategies learnt. **(UNDERSTAND, APPLY AND ANALYZE)**

CO3: Show development in emotional intelligence skills, including self-awareness, self-regulation, and social skills, as they apply their learnings to engaging activities aimed at assessing and enhancing their emotional intelligence levels. **(UNDERSTAND, APPLY AND ANALYZE)**



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CO4: Equipped with the knowledge and skills necessary to navigate their personal and professional lives with greater confidence, resilience, and interpersonal effectiveness, contributing to their overall well-being and success. **(UNDERSTAND, APPLY AND ANALYZE)**

#### 4. Course Content

##### MODULE 1: UNDERSTANDING SELF / INTRAPERSONAL SKILLS

15 Hrs

Self-awareness and Self-acceptance

Facilitating self-awareness through reflective exercises - Johari window, personal SWOT analysis

Self-esteem and self-confidence, techniques for building self-confidence

Emotional Intelligence - Goleman's theory and assessing emotional intelligence

##### MODULE 2: INTERPERSONAL SKILLS

15 Hrs

Types of interpersonal relationships – family, friends, work and intimate relationships

Effective interpersonal communication - conversational skills, listening skills, reading non-verbal messages, improving communication climates

Nature of Conflict - how and why people conflict, types and levels of conflict, conflict management / conflict resolution

Developing team-work and cooperation

Fostering Positive relationships

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**MODULE 3: EMOTIONAL COMPETENCE****15 Hrs**

Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence

Tools for emotional regulation: Mindfulness, Cognitive reappraisal, Adaptability, Resilience

Exercises for emotional regulation (CBT tools – core beliefs about emotions; distortions checklist & distortions crusher by David Burns)

Role of social media in personal/social disconnect

**MODULE 4: SELF DEVELOPMENT****15 Hrs**

Obstacles to achievement: Procrastination, perfectionism, anxiety, failure avoidance,

Social media de-tox and its benefits

Goal setting – process and steps

Time management: basic principles

Application of time management techniques

**5. References**

1. Santrock, J.W. (2007). *Adolescence* (15<sup>th</sup>ed.). Tata McGraw-Hill Publishing Company Ltd.
2. Vaughan, G., & Hogg, M. A. (2005). *Introduction to social psychology*. Pearson Education Australia.
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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  | The range of abilities and strategies that individuals can cultivate are highly relevant and applicable in local settings for promoting mental health, personal growth and overall community well-being. |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP   | Syllabus Content | Description of Activity  |
|-------------|------------------|--|
| SD- Analyze | Module 1,2,3,4   | Self report inventories, SWOT analysis, journaling etc will be used to create self awareness. Some tools and techniques are used to promote personal growth. |

**7. Pedagogy**

| S. No | Student Centric Methods Adopted     | Type / Description of Activity   |
|-------|-------------------------------------|--|
| 1.    | Self-inventories / self-assessments | Experiential: Students answer self inventories and other techniques for self awareness.      |
| 2.    | Art project                         | Participative: Students are divided into groups and given topics to be represented visually. |

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**8. Course Assessment Plan****a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

| CO  | Continuous Internal Assessments<br>CIA -40% | End Semester Examination-60% |
|-----|---|------------------------------|
| CO1 | CIA 1 Self assessments                      | Written Exam                 |
| CO2 | CIA 2 Art projects                          |                              |
| CO3 | CIA 2 Skill Test                            |                              |
| CO4 | CIA 1 Assignment                            |                              |

**b) Model Question Paper- End Semester Exam****PSYCHOLOGICAL SKILLS FOR EFFECTIVE LIVING**

Paper Code: U24/PSY/GE/501

Credits : 4

Time : 2 Hrs

Max marks: 60

**Section – A****I. Answer following**

4 x 10 = 40 M

1. What is self-awareness, and why is it important for personal development? Discuss the techniques for facilitating self-awareness.

OR

2. Describe Goleman's theory of emotional intelligence. Give the characteristics of emotionally intelligent people.

3. Discuss nature, types and levels of conflict and provide resolution strategies.

OR

4. Explain and give examples for components of effective interpersonal communication.

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5. What are some techniques for emotion regulation?

OR

6. How do individuals understand and express emotions effectively?

7. What are the obstacles to achievement? Discuss in detail.

OR

8. Discuss the importance of time management and its principles.

**SECTION - B**

**II. Answer any four of the following.**

**4 x 5 = 20 M**

9. What are the techniques for building self-confidence?


10. Write a note on the types of interpersonal relationships.


11. How do the various tools for emotional regulation help?

12. Discuss the role of social media in personal disconnect.

13. Explain the benefits of social media detox.

14. Discuss team-work and cooperation.

  
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**SEMESTER - V****STATISTICS AND RESEARCH METHODOLOGY****1. Course Description**

|                              |                      |
|------------------------------|----------------------|
| Programme: B.A               | Max. Hours: 60 hours |
| Course Code: U24/PSY/DSE/501 | Hours per week: 4    |
| Course Type: DSE             | Max. Marks: 100 M    |
| No. of credits: 4            |                      |

**2. Course Objectives**

- To provide a foundation of statistics in psychology including statistical procedures, variables, measurement scales, data organization methods, and graphical representation techniques commonly used in psychological research.
- To introduce students to the concepts of central tendency, normal probability curve and its applications, variability, parametric and non-parametric tests, hypothesis testing, and related concepts in psychological research.
- To teach computation of t-test and correlations and draw inferences.

**3. Course Outcomes**

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

- CO1: Develop a comprehensive understanding of statistical concepts and techniques relevant to psychology. (UNDERSTAND)
- CO2: Demonstrate proficiency in computing and interpreting measures of central tendency, recognize the characteristics and applications of normal probability in describing the distribution of data and analyze deviations from normality. (UNDERSTAND AND APPLY)

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- CO3: Summarize and contrast parametric and non-parametric tests, hypothesis testing, and related concepts in psychological research, enabling them to effectively compute t-test and interpret the scores to test the formulated hypothesis. Compute correlations and draw inferences. **(UNDERSTAND AND APPLY)**
- CO4: Outline the steps of research, explain sampling techniques and describe the methods of data collection. **(UNDERSTAND AND APPLY)**

#### 4. Course Content

##### MODULE 1: BASIC CONCEPTS

12 Hrs

Definition of Statistics, importance and applications of statistics in psychology (uses, misuses, limitations of statistics), Overview of classification of statistical procedures - descriptive statistics & Inferential Statistics

Measurement - Scales of measurement (Nominal scale, Ordinal Scale, Interval scale & Ratio scale)

Organization of Data - meaning of data, methods of organizing data (grouped and ungrouped data), frequency distribution,

Graphical representation of data - bar graph, frequency polygon, histogram and pie diagram

##### MODULE 2: DESCRIPTIVE STATISTICS

15 Hrs

###### Measures of central tendency

Meaning, Uses and Computation of Mean, Median and Mode.

Computation of Combined Mean.

###### Normal Curve and its applications / Normal Probability Curve

Characteristics and Applications of Normal probability curve

Deviation from normality – Skewness and Kurtosis

Concept of z-score

Meaning, Uses and Computation of Percentiles

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**Measures of variability**

Meaning, Uses and Computation of Range, Quartile deviation, Average Deviation and Standard Deviation

Meaning, Uses and Computation of Variance

**MODULE 3: INFERENCE STATISTICS AND CORRELATION****20 Hrs**

Meaning and uses of Parametric and Non-parametric tests

Hypothesis testing, levels of significance

Standard error of mean

Type I and Type II errors

t-test, t-distribution

Assumptions and computation of t for independent and correlated samples

Correlation - meaning, characteristics, usage and types of correlation

Meaning, assumptions and computation of Pearson's Product Moment Correlation and Spearman's Rank Order Correlation.

**MODULE 4: RESEARCH METHODOLOGY****13 Hrs**

Meaning and characteristics of research, steps of research

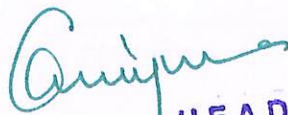
Variables (continuous, discrete variables; quantitative and qualitative)

Sampling techniques, types of sampling (probability and non-probability)

Methods of data collection - Observation, Questionnaires, Inventories, Rating Scales, Check

Lists, Personal Data Schedules, Case Studies

Ethical concerns in Psychological Research; Concept of Social desirability



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## 5. References

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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   | Statistics in psychology provide the tools to analyze and interpret data collected in research studies, promote evidence-based practices and rigorous research in the field. |

### b) Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP     | Syllabus Content | Description of Activity  |
|---------------|------------------|--|
| SD - Analysis | Modules 2, 3, 4  | Students conduct descriptive and inferential statistical analyses to explore differences and relationships within the data and interpret their findings. |

## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity  |
|-------|---------------------------------|---|
| 1     | Participative Learning          | Assignment: Students are given computation problems to practice the statistical procedure.                |
| 2     | Participative learning          | Skill Test: Their level of learning is tested through skill tests where students compute a given problem. |

## 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 on computation)         |                              |
| CO4 | CIA-2 (Skill Test)                        |                              |

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## b) Model Question Paper- End Semester Exam

## STATISTICS IN PSYCHOLOGY

Course Code: U24/PSY/DSE/501  
Credits: 4

Time: 2 Hrs  
Max marks: 60

## SECTION - A

## I. Answer the following

4 x 10 = 40 M

1. Define statistics, its applications in psychology and an overview of statistical procedures.

OR

2. Prepare a frequency distribution from the following data and plot a frequency polygon for the same.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 30 | 42 | 30 | 54 | 40 | 48 | 15 | 25 | 41 | 36 |
| 32 | 27 | 42 | 36 | 36 | 28 | 26 | 44 | 31 | 40 |
| 33 | 36 | 22 | 30 | 31 | 16 | 42 | 21 | 22 | 40 |
| 36 | 41 | 17 | 51 | 37 | 17 | 42 | 54 | 48 | 51 |

3. Explain the concept of the normal probability curve and its characteristics.

OR

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4. Briefly discuss the measures of central tendency. Compute Mean using the following data.

| C.I      | F  |
|----------|----|
| 90 – 100 | 2  |
| 80 – 90  | 5  |
| 70 – 80  | 7  |
| 60 – 70  | 5  |
| 50 – 60  | 10 |
| 40 – 50  | 12 |
| 30 – 40  | 7  |
| 20 – 30  | 4  |
| 10 – 20  | 7  |
| 0 - 10   | 0  |

5. (a) Write a brief note on parametric and non-parametric statistics and the differences between them.

(b) Following are the scores of 11 boys and 6 girls on a reasoning test. Find out if the mean difference between them is significant at 0.05 level.

|       | Mean  | SD  | N  | df |
|-------|-------|-----|----|----|
| Boys  | 40.50 | 4.5 | 11 | 10 |
| Girls | 38.00 | 5.5 | 6  | 5  |

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OR

6. (a) Using the Product Moment method, find the correlation coefficient between the following two sets of the scores and interpret the coefficients.

| Individuals | A  | B | C  | D  | E  | F  | G | H | I | J |
|-------------|----|---|----|----|----|----|---|---|---|---|
| Variable X  | 14 | 7 | 10 | 17 | 15 | 12 | 2 | 8 | 1 | 4 |
| Variable Y  | 13 | 9 | 12 | 20 | 24 | 16 | 5 | 2 | 7 | 1 |

(b) Explain Standard error of mean.

7. Explain sampling and discuss the sampling techniques.

OR

8. Examine the meaning and characteristics of research and write an overview of techniques of data collection.

### SECTION - B

II. Answer any four of the following.

4 x 5 = 20 M

9. Classify the statistical procedures.

10. Draw a pie diagram for the following:

| Blood Groups | O   | A   | B   | AB | TOTAL |
|--------------|-----|-----|-----|----|-------|
| Frequencies  | 258 | 172 | 387 | 43 | 860   |

11. What does it mean to deviate from the normal curve?

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12. In the following sample what is the mean of A and B when combined into one distribution of 225 cases?

|         |         |
|---------|---------|
| A       | B       |
| N = 150 | N = 75  |
| M = 120 | M = 126 |

13. Define hypothesis and write a note on the types of hypotheses.

14. Explain type I and type II errors.

### 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          | 1                            | 5           |
| II      | 15                             | CO-2          | 2                            | 10          | 2                            | 5           |
| III     | 15                             | CO-3          | 2                            | 10          | 2                            | 5           |
| IV      | 15                             | CO-4          | 2                            | 10          | 1                            | 5           |

### 9. CO-PO Mapping

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

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**SEMESTER - V****STRESS MANAGEMENT****1. Course Description**

Programme: B.A

Max. Hours: 30 hours

Course Code: U24/PSY/SEC/501

Hours per week: 2

Course Type: SEC

Max. Marks: 50 M

No. of credits: 2

**Course Objectives**

- To describe the nature of stress, causes and its effects on health.
- To equip students with strategies for managing and coping with stress in different contexts to help themselves and others.

**3. Course Outcomes**

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

CO1: Understand the various types of stress and analyze the effects of stress on both physical and mental health. **(UNDERSTAND)**

CO2: Explore different methods of managing stress, apply coping strategies to promote overall well being. **(UNDERSTAND AND APPLY)**

**4. Course Content****MODULE 1: NATURE OF STRESS****15 Hrs**

Definition, Indian and Western Concept of Stress

Types of stress (eustress, distress), Theories of stress - Selye,

Various sources of stress: environmental, social (interpersonal), physiological (neuro-endocrinology) and psychological (intrapersonal &amp; personality)

Effects of stress on physical and mental health (somatic and anxiety problems)

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**MODULE 2: STRESS MANAGEMENT****15 Hrs**

Concepts and theoretical perspectives of coping

Personal coping resources

Coping styles and strategies


Managing stress: yoga, meditation, relaxation techniques,


Problem focused and emotion focused approaches to stress management

Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

**5. References**

1. Conrad, C.D. (2011). The Handbook of Stress: Neuropsychological Effects on the Brain. Wiley-Blackwell.
2. Goldberger, L. & Brezenitz, S. (1982). Handbook of stress: Theoretical and Clinical Approaches. NY Free Press.
3. Greenberg J. S., (2009). Comprehensive Stress Management, 10th Ed. Tata McGraw-Hill Publications.
4. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
5. DiMatteo, M.R. & Martin, L.R.(2002). Health psychology. New Delhi: Pearson
6. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Delmar Learning.

  
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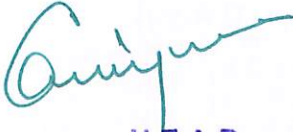
## 6.Syllabus Focus


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

| Local /Regional/National /Global Development Needs | Relevance   |
|--|---|
| National   | With a rise in the number of cardiac issues among young adults in India, awareness about chronic stress and its link to various physical and mental health problems, including cardiovascular diseases, immune system dysfunction, anxiety, and depression helps the community understand the impact of stress on health and learn preventive measures to mitigate its adverse effects, thereby promoting better health outcomes. |

b)Components on Skill Development/Entrepreneurship Development/Employability

| SD/ED/EMP               | Syllabus Content | Description of Activity   |
|-------------------------|------------------|---|
| SD-Communication Skills | Module 2         | Facilitate a group discussion to identify strategies for recognizing signs of stress in oneself and others. |

  
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## 7. Pedagogy

| S. No | Student Centric Methods Adopted | Type / Description of Activity   |
|-------|---------------------------------|--|
| 1.    | Experiential Learning           | Inventories / self assessments / techniques :<br>Time management simulation activity where students must prioritize tasks and manage their time effectively to meet deadlines.<br>Guided mindfulness meditation session. |
| 2.    | Participative Learning          | Group discussion and social support : Assign students to keep a stress journal for a week, reflect on their entries and discuss findings as a class and explore effective coping mechanisms based on their experiences.  |

## 8. Course Assessment Plan

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

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



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## b) Model Question Paper- End Semester Exam

## STRESS MANAGEMENT

Course Code: U24/PSY/SEC/501  
Credits: 2

Time: 1 Hrs  
Max marks: 30

## SECTION - A

Answer any five of the following

5 x 6 = 30 M

1. Define stress and explain the types of stress.
2. Compare and contrast the Indian and Western concepts of stress, highlighting their similarities and differences.
3. Identify various sources of stress and explain in detail.
4. Identify personal coping resources for stress management.
5. Differentiate between problem-focused and emotion-focused coping strategies, providing examples of each.
6. Discuss the role of yoga, meditation, and relaxation techniques in managing stress.
7. Explore the concept of resilience.

## c) Question Paper Blueprint

| Modules | Hours Allotted in the Syllabus | COs Addressed | Section A (No. of Questions) | Total Marks |
|---------|--------------------------------|---------------|------------------------------|-------------|
| 1       | 15                             | CO1           | 4                            | 6           |
| 2       | 15                             | CO2           | 3                            | 6           |

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