



St. Paul Institute of Professional Studies, Indore



An Autonomous Institute Affiliated to Devi Ahilya Vishwavidhyalaya, Indore

Accredited by NAAC with 'A' Grade

Phone No. 0731-2499911, 49661355, 4961356

E-mail: info@spipsindore.ac.in, Website: www.spipsindore.com

Part A: Introduction

Programme: Certificate		Class: B.A. III Year	Session 2025-26
Subject: English Literature			
1	Course Code	BA-301T	
2	Course Title	English Language: Structure and Translation (Theory) (Group A Paper I)	
3	Course Type	Discipline Specific Elective (DSE)	
4	Pre-requisite	To study this course, a student must have had this subject in Diploma (Second Year).	
5	Course Learning Outcomes	<p>On successful completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> Define the English language structures and their functioning in relation to phonology and morphology, Evaluate the relationship between the English language and society, Establish an understanding of the English language's artistry and utility, Comprehend the elements and scope of translation, Apply and practice techniques of English Grammar, Depict the production of speech sounds and IPA symbol. 	
6	Credit Value	4 Credits	
7	Total Marks	Max marks: 30+70 Minimum Passing Marks 35	

Part B: Content of the course

Total No. of Lectures (in hours per week)- 4, Lectures: 60		
Unit	Topics	No. of lectures
1	Introduction to Linguistics <ul style="list-style-type: none"> Definition, Functions, Characteristics and Development of English Language Difference between English Language and Linguistics Keywords: Grammar theories, Language and Society	12
2	Basic English Grammar <ul style="list-style-type: none"> Parts of Speech, Phrases, Clauses Approaches to the Study of Language — Synchronic and Diachronic Word Accent, Rhythms Keywords: Sentence Structure, Types of Clauses and Sentences	12
3	Major Concepts of Linguistics <ul style="list-style-type: none"> Phonology and Morphology Syllables and Syllable Counting Keywords: Vowels and Consonants, Acoustic property of Speech Sounds, Phonemes, Phonetics, Morphemes, Allomorphs, Allophones	12

JN, Shalini, B. Shrivastava, G. Indu, R. B. Sharma, P. Gupta, Anshu, Meekans



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4	Ambiguities and Translation <ul style="list-style-type: none">• Ambiguities in Language: Structural and Semantic• Translation: Elements, Challenges and Scope Keywords: Homonym, Homophone, Non-literal Speech, Anaphoric Ambiguity, Inflective Ambiguity, L1 Interference	12
5	Concepts related to Linguistics <ul style="list-style-type: none">• Types of Sentences• IPA Symbols• IC Analysis Keywords: Prosody, L1, L2, Motivation in L2 learning	12
	Keywords/Tags:	

Part C- Learning Resources

Text Books, Reference Books, Other resources
1. Suggested Readings: <ul style="list-style-type: none">• Arthi, R., and Bhuvanewari, Dr. V., Introduction to Translation Studies in Indian Writing, "In Translation: Literature Across the World", Authors Press, New Delhi, 2021.• Dornyei, Z., "Motivational Strategies in the Language Classroom", Cambridge University Press, 2001.• Ellis, R., Task-based Research and Language Pedagogy, "Language Teaching Research", Oxford University Press, 2000.• Herbst, Thomas, "English Linguistics: A Coursebook for Students of English", De Gruyter Mouton, 2010.• Kapoor, K, "Text and Interpretation: The India Tradition", DK Print World LTD, India, 2005.• Kapoor, RR., "In Translation: Literature Across the World", Authors Press, India, 2021.
2. Suggestive digital platforms/ web links <ol style="list-style-type: none">1. www.eshiksha.mp.gov.in2. https://www.youtube.com/watch?v=cmoBVyujlko3. https://en.wikipedia.org/wiki/Morphology_(linguistics)4. https://en.wikipedia.org/wiki/Linguistics5. http://all-about-linguistics.group.shef.ac.uk/branches-of-
Suggested equivalent online courses: <ol style="list-style-type: none">1. Free Courses on the English Language at Alison.Com https://alison.com/courses/english

Shalini
Anshu
Pshema
R. B. B...
Madan
Melhan



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Part D-Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks and University Exam (UE) 70 marks		
Internal Assessment: Continuous Comprehensive Evaluation (CCE):30	Class Test Assignment/Presentation	30
External Assessment: University Exam Section: 70 Time: 03.00 Hours	Section(A): Six Very Short Questions Section (B): Five Short Questions Section (C): Two Long Questions	06 x 01 = 06 05 x 08 = 40 02 x 12 = 24 Total 70
Any remarks/ suggestions:		

Shalini
Prakash
R. B. Bhatnagar
Madan
Melhanp
70



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Part A: Introduction

Programme: Certificate		Class: B.A. III Year	Session 2025-26
Subject: English Literature			
1	Course Code	BA-301P	
2	Course Title	Practising English Language: Structure and Translation (Practical)	
3	Course Type	Discipline Specific Elective (DSE)	
4	Pre-requisite	To study this course, a student must have had this subject in Diploma (Second Year).	
5	Course Learning Outcomes	On successful completion of this course, the students will be able to: <ul style="list-style-type: none"> Define language structures, pronunciation and functioning of the language, Evaluate the relationship between language and society, Establish an understanding of the artistry and utility about the English language, Comprehend the elements and scope of translation, Acquire mastery over communicative competence in English, 	
6	Credit Value	2 Credits	
7	Total Marks	Max marks: 30+70 Minimum Passing Marks 35	

Part B: Content of the course

Total No. of Lectures/Practical (in hours per week): 02 lecture		
Total No. of Lectures: 30 Lectures		
Unit	Topics	No. of lectures
1	English Language Skills <ul style="list-style-type: none"> Noun Phrase, Verb Phrase, Articles and Article Features, 'be', 'do' and 'have' Organs of Speech and their functions Keywords: Word Formation, Base Word, Prefixes, Suffixes, Compounding	15
2	ELT <ul style="list-style-type: none"> Methods of ELT (methods to be practised by the students): Grammar Translation, Structural Approach, Direct Method, Situational Approach, Total Physical Response, Communicative Language Teaching, Natural Approach, Audiolingual Method, Task-based language teaching Keywords: Principles of teaching English, Difference between language and literature teaching	15
Keywords/Tags:		

Shalini
 Anish
 Bshree
 P. Prasad
 Radan
 Meekhan



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Part C- Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

- Arthi, R., and Bhuvanewari, Dr. V., Introduction to Translation Studies in Indian Writing, "In Translation: Literature Across the World", Authors Press, New Delhi, 2021.
- Dornyei, Z., "Motivational Strategies in the Language Classroom™", Cambridge University Press, 2001.
- Ellis, R., Task-based Research and Language Pedagogy, "Language Teaching Research", Oxford University Press, 2000.
- Herbst, Thomas, "English Linguistics: A Coursebook for Students of English", De Gruyter Mouton, 2010.
- Kapoor, K, "Text and Interpretation: The India Tradition", DK Print World LTD, India, 2005.

2. Suggestive digital platforms/ web links

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=pHZho4UX5U>
3. <https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php>
4. https://www.jstor.org/stable/j.ctv9zckw.5?seq=#metadata_info_tab_contents

3. Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. Free Courses on the English Language at Alison.Com <https://alison.com/courses/english>
2. Free Courses on Linguistics at EDX <https://www.edx.org/learn/linguistics>

Shalini *BShree* *Vijay*
Anish *AD* *P. B. Sharma*
Meekant *Pradeep*



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Suggested Academic Activities for Experiments by Students:

A. Linguistic Activities

1. Testing the learners' pronunciation abilities through reading out the prescribed texts.
2. To test the learners' knowledge about the meaning, synonyms, antonyms of difficult words used in the texts and their usage in new sentences.
3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation)
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in situational English.
8. Identifying literary devices and figures of speech from the prescribed texts.

B. Learning Approaches and Strategies

1. Identifying verbal phrases, idioms, and proverbs found in the prescribed texts and using them in real-life/situational English. (Lexical Approach)
2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

Shalini
Anish
R. Bhasin
Meekamp
R. Bhasin
R. Bhasin



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C. Performative Activities

1. Enacting the prose and fiction narratives prescribed in the texts.
2. Voice and language modulation activities
3. Enactment through body language and expression
4. Sorting out conflicts in prose through the staging of the situations present in the story.
5. Scene study based on situations present in the prescribed prose.

D. Communicative Activities

1. Testing the fluency of the learners through real-life/situational (informal) English.
2. Recreating sentences from Formal into Informal English.
3. Seeking opportunities to interact with native speakers/foreigners.
4. Using body language as a means of communication.
5. Activities testing the communication based on the needs of real-life situations.

E. Practicing Language Skills

1. Learners should be asked to continuously practice language skills (LRW) based on resources available in the classroom for example: speech available on the mobile internet platforms like YouTube, EDX etc can be used for listening exercise; using newspapers and textbooks for reading and writing skills; based on these three activities (LRW), learners should be inspired to practice the speaking skill.

Shalini

Rohini

~~Vijay~~

~~P. Basant~~

Gadgaon, USA

~~Anish~~

Melkani



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Part D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Continuous Comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks			
Internal Assessment	Marks	External Assessment	Marks
Class Interaction /Quiz	30	Viva Voce on Practical	70
Attendance		Practical Record File	
Assignments (Charts/ Model Seminar / Rural Service/ Technology Dissemination/ Report of Excursion/ Lab Visits/ Survey / Industrial visit)		Table work /Experiments	
TOTAL	Total Marks: 100		

Shalini *R.Sharma* *P. B. Bhatnagar* *P. Yadav* *UAT*
Anish *Melkani* *AD*



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Part A: Introduction

Programme: Certificate		Class: B.A. III Year	Session 2025-26
Subject: English			
1	Course Code	BA-302T	
2	Course Title	Indian Diaspora Literature (Theory) (Group A Paper II)	
3	Course Type	Core Course	
4	Pre-requisite	To study this course, a student must have had this subject in Diploma (Second Year).	
5	Course Learning Outcomes	On successful completion of this course, the students will be able to: <ul style="list-style-type: none">• Explain the theoretical backgrounds of international migration, race, and ethnicity,• Define the various attributes of the Indian diaspora and the 'ambivalence' of their attitudes towards their own motherland as well as their adopted homeland,• Demonstrate the quest for cultural identity on the part of the citizens of the Indian diaspora and would be able to understand the psychological, social and political problems associated with diaspora culture,• Discover their own country from a different prism through the eyes of writers who have lived in a composite culture,• Create an interpretation of the texts in the context of diaspora conditions.	
6	Credit Value	4 Credits	
7	Total Marks	Max marks: 30+70 Minimum Passing Marks 35	

Shalini *Bhaskar* *Y. M. S.* *R. B. S.* *R. Adar* *U. A.*
Anish *AD* *Meekamp*



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Part B: Content of the course

Total No. of Lectures (in hours per week)- 4, Lectures: 60		
Unit	Topics	No. of lectures
1	Introduction <ul style="list-style-type: none">What is Diaspora- terminology, definitionA Brief Introduction to Indian Diaspora Literature	12
2	Introduction <ul style="list-style-type: none">VS Naipaul: A House for Mr. Biswas (1961)Kamala Markandaya: The Nowhere Man (1972) Keywords: Diaspora conditions and sensibilities, Role of memory, Quest for identity, Racial discrimination	12
3	Fiction <ul style="list-style-type: none">Shashi Deshpande: That Long Silence (1988)Bharati Mukherjee: The Holder of the World (1993) Keywords: Cultural displacement, Migration, Alienation, Modern Woman	12
4	Fiction <ul style="list-style-type: none">Chitra Banerjee: Sister of My Heart (1999)Aravind Adiga: The White Tiger (2008) Keywords: Minority community, Exile, Translation in Indian English Literature	12
5	Non-Fiction <ul style="list-style-type: none">Amitav Ghosh: In an Antique Land (1992)Jhumpa Lahiri: Interpreter of Maladies (1999) Keywords: Homeland and diaspora, Cultural shock, Sense of belonging	12

Shalini *PSK* *R. B. B. B. B.* *Q. adm. JST*
Anish *Melkani* *AD*



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Part C- Learning Resources

Text Books, Reference Books, Other resources

1. Suggested Readings:

- Anand, TS, "Literature of Indian Diaspora", Creative Books, India, 2010.
- Telugu, S., "Indian Literature in Diaspora - Routledge Contemporary South Asia Series", Routledge Publication, 2022.
- Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.

2. Suggestive digital platforms/ web links

1. www.eshiksha.mp.gov.in
2. <https://www.youtube.com/watch?v=i7iBMZxYu1Y>
3. <https://www.youtube.com/watch?v=1LDITSC0U>
4. <https://www.tojqinetindex.php/journal/article/download/4176/2857/4603#:~:text=The%20literature%20of%20the%20Indian,generation%20immigrants%20in%20the%20US.>
5. <http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA WRITERS%E2%80%93A-STUDY-1.pdf>
- 6.
7. <https://www.youtube.com/watch?v=qvazgfBD5EI>

Books published by Madhya Pradesh Hindi Granth Academy, Bhopal

Suggested equivalent online courses:

1. Understanding Diaspora - Udemy
<https://www.udemy.com/course/understanding-diaspora/>
2. Postcolonial Literature – NPTEL
https://onlinecourses.nptel.ac.in/noc22_17/preview

Part D-Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100

Continuous Comprehensive Evaluation (CCE): 30 marks and University Exam (UE) 70 marks

Internal Assessment: Continuous Comprehensive Evaluation (CCE):30	Class Test Assignment/Presentation	30
External Assessment: University Exam Section: 70 Time: 03.00 Hours	Section(A): Six Very Short Questions Section (B): Five Short Questions Section (C): Two Long Questions	06 x 01 = 06 05 x 08 = 40 02 x 12 = 24 Total 70

Handwritten signatures and initials are present at the bottom of the page, including 'VA Shalini', 'R. Kumar', 'P. B. B...', 'G. adar', and 'Anish Yelkar'.



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2	Teaching and Demonstration <ul style="list-style-type: none">Classroom teaching, presentation, demonstration, or discussion to be done by the students on any one of the literary pieces prescribed in the theory paper Keywords: Globalisation and diaspora, Communicative skills, Mastery over the content, Linguistic components, Language skills	15
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Part C- Learning Resources

Text Books, Reference Books, Other resources
3. Suggested Readings: <ul style="list-style-type: none">Anand, TS, "Literature of Indian Diaspora", Creative Books, India, 2010.Telugu, S., "Indian Literature in Diaspora - Routledge Contemporary South Asia Series", Routledge Publication, 2022.Vineeth, V., Priya Dharisini, S., "Literature of Indian Diaspora", Mahaveer Publications, India, 2022.
4. Suggestive digital platforms/ web links <ol style="list-style-type: none">www.eshiksha.mp.gov.inhttps://www.youtube.com/watch?v=i7iBMZxYulYhttps://www.youtube.com/watch?v=1LDITSC0Uhttps://www.tojqinetindex.php/journal/article/download/4176/2857/4603#:~:text=T%20literature%20the%20Indian,generation%20immigrants%20in%20the%20US.http://publications.anveshanaindia.com/wp-content/uploads/2017/08/INDIAN-DIASPORA WRITERS%E2%80%93A-STUDY-1.pdfhttps://www.youtube.com/watch?v=qvazgfBD5EI
Suggested equivalent online courses: <ol style="list-style-type: none">Writing Courses - COURSERA.COM https://www.edx.org/learn/writing Free Writing Courses and Tutorials - Udemy https://www.udemy.com/topic/writing/free/

Shakti *P. Bhatnagar* *P. Bhatnagar* *P. Bhatnagar* *P. Bhatnagar*
Anshu *Melkarp*



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Suggested Academic Activities for Experiments by Students:

A. Linguistic Activities

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3. To test the learners' knowledge about the different possible forms of root words from the texts and their usage in new sentences.
4. Identifying different tenses and prepositions used in the texts and recreating sentences from them.
5. Identifying types of sentences used in the texts and reusing them to form new sentences.
6. To conduct quiz activities for the learners based on different parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunctions, exclamation)
7. Identifying connectors (for example: but, moreover, furthermore, hence, therefore, so, in the light of the above etc) from the texts and reusing them in situational English.
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2. To apply task-based learning and goal-setting.
3. To conduct peer-learning activities among learners.
4. Exploring different English-speaking cultures through minute reading of the prescribed texts.
5. Developing a positive attitude in learners towards the English language.
6. Identifying different examples of Indian English in the prescribed text.

Shalini

Rishu

Ujjwal

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Rahul

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7. Taylor, S. E. (2006), Health Psychology (6th edition), NY; Tata McGraw Hill

Suggested Digital Platforms, Web Links:

1. [https://www.studocu.com/en-us/document/ohio-state-university\(health-psychology\(lecture-notes-course-notes/introduction-health-psychology/163322](https://www.studocu.com/en-us/document/ohio-state-university(health-psychology(lecture-notes-course-notes/introduction-health-psychology/163322)

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
Internal Assessment:	Class Test	30
Continuous	Assignment/Presentation	
Evaluation (CCE):30	E-quiz	
External Assessment:	Section(A) : Six Very Short Questions	06 x 01 = 06
University Exam Section: 70	Section (B) : Five Short Questions	05 x 08 = 40
Time : 03.00 Hours	Section (C) : Two Long Questions	02 x 12 = 24 Total 70

Shalini *Rohini* *R. B. Sharma* *Meekamp* *AD* *Radha* *UAT*



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PART A- Introduction

Program: Certificate/ Diploma/ Degree		Class: BA III Year	Session: 2025-26
Subject : Psychology			
1	Course Code	BA-303P	
2	Course Title	Health Psychology - Practical	
3	Course Type	Minor	
4	Pre-Requisite	To study this course, a student must have completed BA II year diploma in Psychology	
5	Course Learning Outcomes	<ol style="list-style-type: none">1. Students will learn to measure mental health of Individuals.2. Students will learn to handle different attitude scales.3. Students will develop insight about stress management techniques.4. Students will gain insight about Yoga, meditation & Nutrition and their role for Physical and mental health.	
7	Credit value	2	
8	Total Marks	Max. Marks: 30+70	Min. Passing Marks: 35

Shalini
Anish
Rohit
Meekang
P. B. B. B. B.
Adar



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PART B- Content of the Course

Total no. of Lectures (in hours per week): - 2

Total Lectures: - 30

Unit	Topic	No. of Lectures
Part A (Any Four)	TESTS	
	1. Positive Mental Health Inventory	5
	2. Optimum Health Scale	5
	3. Yoga Attitude Scale.	5
	4. Optimistic Pessimistic Attitude Scale.	5
	5. Social Support Scale.	5
Part B (Any two)	6. Stress Management Inventory	5
	Activities	
	1. Effect of Yoga or Meditation on Health	5
	2. Safety measures during pandemic (CORONA)	5
Keywords/ Tags	3. Nutrition and mental health	5
	4. Case study on hope and optimism of Covid warriors	
	Social support, Pandemic, Optimistic Pessimistic, Hope, Optimum Health	

PART C- Learning Resources

Textbooks/ Reference Books:

1. Carr. A. (2004), Positive Psychology The science of happiness and human strength, U.K., Routledge
2. DiMatteo, M. R., Martin L. R. (2002), Health Psychology, New Delhi: Pearson
3. Misra, G. (1999), Stress and Health, (new Edition), New Delhi: Pearson
4. Regan, A. R. Gurung. (2018), Health Psychology (4th edition), Sage Publication
5. Sarafino, A. (2002), Health Psychology, Bio psychosocial Interactions. (4th edition), NY; Wiley
6. Snyder, C. R. & Lopez, S. J. (2007), Positive Psychology; The scientific and practical exploration of human strength. Sage Publications



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7. Taylor, S. E. (2006), Health Psychology (6th edition), NY; Tata McGraw Hill

Suggested Digital Platforms, Web Links: <https://www.studocu.com/en-us/document/ohio-stateuniversity/healthpsychology/lecture-notes-course-notes-introduction-health-psychology/163322>

Part D- Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100		
Continuous Comprehensive Evaluation (CCE): 30 marks University Exam (UE) :70 marks		
Internal Assessment:		30
Class Interaction 10 Marks	Assignment 10 Marks	
Attendance 10 Marks		
External Assessment:	Practical File 10 Marks	70
Viva Voce 10 Marks	Practical Work/Experiment (Written Exam) 50 Marks	
	TOTAL	100

Shelini *P. Sharma* *G. S. Jaiswal* *P. B. Bhasin* *Pradip* *VA*
Aish *Meekant* *AD*