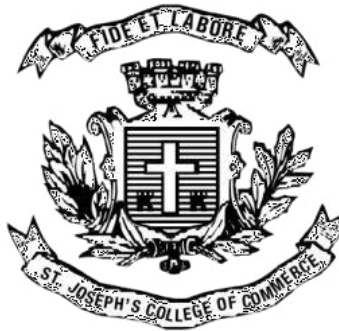


**St. Joseph's College of Commerce**  
(Autonomous)

163, Brigade Road, Bengaluru - 560 025

Accredited with 'A++' Grade (4<sup>th</sup> Cycle) by the National Assessment  
and Accreditation Council (NAAC)

Recognized by the UGC as  
"COLLEGE WITH POTENTIAL FOR EXCELLENCE"



**BA (English & Psychology)**

**Semesters IV**

**Syllabus for the Batch of 2023 - 2024**

**For the Academic Year 2024-25**

# **St. Joseph's College of Commerce**

(An Autonomous Institution affiliated to Bengaluru City University)

St. Joseph's College of Commerce (SJCC) was formerly a part of St. Joseph's College, established in the year 1882. The college management was later transferred to the Jesuits. The Commerce Department was established in the year 1949 and it became an independent college with its own building in Brigade Road in the year 1972.

The college has in its Vision a model for higher education which encourages individuals to dream of a socially just world and in its Mission a strategy to empower individuals in realizing that dream.

With an objective of imparting quality education in the field of Commerce and Management, the college has been innovating in all aspects of higher education over a long period of time. These innovations were further bolstered with the granting of autonomous status to the college by UGC in September 2005. From then on, the college has taken a lead in reforming curriculum and syllabus, examination and evaluation pattern and teaching and learning methods through the Board of Studies, the Academic Council and the Governing Council comprising of eminent academicians, industry representatives and notable alumni.

The college has undergone four cycles of NAAC accreditation starting from the year 2000 in which it secured 'five stars', next in the year 2007 an 'A' grade, in the year 2012 again an 'A' grade and recently in February 2021 an 'A++'. It is one of the very few institutions in the country to have secured A++ grade in the fourth cycle under the Revised Accreditation Framework (RAF) and the first college in Karnataka to do so. The college was declared as a 'College with Potential for Excellence' in the year 2010. In 2011, SJCC was recognized as a Research Centre by Bangalore University. The college has been ranked 74<sup>th</sup> in the National Institutional Ranking Framework (NIRF) ratings of Ministry of Education, Government of India, in 2021 and it has been the only institution from Karnataka to make it consistently to the top 100 in the country.

The college offers diverse programmes in Commerce, Business Administration, Arts and Science. Under Commerce Studies it offers B.Com, B.Com (Professional-International Accounting and Finance), B.Com (BPM- Industry Integrated), B.Com (Travel and Tourism), B.Com (Analytics), B.Com (Professional - Strategic Finance), M.Com (Finance & Taxation/ Marketing & Analytics), M.Com (International Business) & M.Com (Financial Analysis). Under Business Administration it offers BBA, BBA (Entrepreneurship) and BBA (Professional- Finance and Accountancy). Under Arts it offers B.A. English & Psychology and under Science it offers B.Sc Economics & Data Analytics. The college also offers six one-year Post Graduate Diploma programmes.

## **ABOUT THE DEPARTMENTS**

### **Department of English**

Since its inception the Department of English has focused on providing a humanistic

perspective to the study of language and literature. The faculty at the department come from a variety of disciplinary backgrounds, interests, and orientations. Some of our special interest areas include Cultural Studies, Postcolonial studies, Film studies, Theatre and Performance Studies, Gender Studies, and Classical and Contemporary Literature.

The department fosters special interest student associations, and conducts activities, such as literary fests, debating competitions, book exhibitions, film screenings, art appreciation workshops, writing workshops, and quiz competitions. It also encourages participative dialogue within the larger community through programmes like Republic Day Lecture Series, Seminars, Panel Discussions, and Colloquiums on topics of contemporary cultural and political significance.

In response to the changing contexts and pedagogical priorities of teaching English in a multilingual and multicultural milieu, such as ours, the faculty strive to equip students with specific skills, perspectives and ethical orientations mediated through the study of various texts, genres and narratives. The curriculum negotiates a diverse range of literature across genres with the intention of communicating to the students the aesthetic joy and the sheer thrill of literature and language.

### **Department of Psychology**

The Department of Psychology aims to provide a foundational understanding of psychological concepts and an exploration of the intricacies of the human mind. The department strives to provide the best resources and learning environment for the holistic development of the individual, and the development of skills necessary for research. It also aims to introduce students to the diverse fields within Psychology, encouraging them to adopt an interdisciplinary approach to understanding the human experience. In addition to academic pursuits, students are actively encouraged to participate in co-curricular activities as part of the Psychology Association. This dynamic platform opens avenues for students to share their experiences and contribute to the department's magazine, fostering a sense of community and shared learning.

## **ABOUT THE PROGRAMME**

The four-year B.A. (English & Psychology) Programme foregrounds the study of literature in the global and the Indian context. Through a close study of texts, genres, and cultural milieus, this course enables students to appreciate the delights of narratives and metaphors, and prepares them for the professional demands of the new economy. This multidisciplinary programme offers a wide array of courses in Literary and Cultural Studies, Language and Communication Studies, and Theatre and Media Studies. It aims to foster a life of intellectual exploration and passion for ideas. Overall,

it promotes a deeper and empathetic understanding of the human condition. The pedagogical method of this Programme includes lectures, seminars, workshops, tutorials, field trips, internships, lab work, and teaching practice. Additionally, this programme offers skills and vocational courses in web and graphic designing, content creation, copywriting, social media management, editing and proofreading, translation, and entrepreneurship - paving way for rewarding careers in writing, journalism, teaching, publishing, media, public relations, community engagement, research, and literary/ cultural business enterprise.

### OBJECTIVES OF THE B.A. ENGLISH PROGRAMME:

- To familiarize students with literatures in English comprising texts of different genres, themes and concerns including Indian Writing in English.
- To enable students to read texts closely, interpret and appreciate their socio-cultural as well as political dimensions.
- To actively promote an interdisciplinary perspective in the context of literary studies. Connect liberal arts, humanities, and social sciences through a multidimensional curriculum.
- To introduce students to the theories of translation in the context of multilingual Indian milieu.
- To enhance communicative fluency and enable students to acquire academic writing and research skills.
- Establish an interdisciplinary approach towards research.
- Develop in students an inclusive outlook and responsible citizenship, inculcate ethical thinking and a sense of social commitment.
- Encourage and facilitate entrepreneurship in the areas of humanities and applied literary studies.
- Prepare students for the technologically advanced world, its challenges, and opportunities.
- To enable practical and experiential learning.

### SALIENT FEATURES OF FOUR-YEAR B.A. ENGLISH & PSYCHOLOGY PROGRAMME WITH MULTIPLE ENTRY AND EXIT OPTIONS

1. The regulations governing the four-year **B.A. English & Psychology Programme** with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2021-2022.
2. The **B.A. English & Psychology Programme** shall be structured in a semester mode with multiple exit options:

<b>Certificate</b>	On the completion of <b>First Year</b> ( <i>two semesters</i> )
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<b>Diploma</b>	On the completion of <b>Second Year</b> ( <i>four semesters</i> )
<b>Basic Bachelor Degree</b>	On the completion of <b>Third Year</b> ( <i>six semesters</i> )
<b>Bachelor Degree</b>	On the completion of <b>Fourth Year</b> ( <i>eight semesters</i> )

3. The four-year undergraduate degree holders with research component and a suitable grade are eligible to enter the *Doctoral Programme* in a relevant discipline.
4. The students who exit with Certification, Diploma or Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.
5. The four-year **B.A. English & Psychology Programme** offers a wide range of multidisciplinary courses with exposure to other disciplines, specializations and areas. The programme aptly caters to knowledge, ability, vocational, professional and skill enhancement along with focus on humanities, arts, social, physical and life sciences, mathematics, sports etc.
6. The four-year **B.A. English & Psychology Programme** combines conceptual understanding with practical engagement through lab courses, national and international field visits, internship, conferences, workshops, seminars, case study analysis, group discussions and research projects.
7. A wide range of *Skill Enhancement Courses* are offered in the first four semesters to enhance language and communication, logical reasoning, critical thinking, problem solving, data analytics and life skills.
8. In each of the first four semesters students will have an option of studying a course from other disciplines. Students will be given an option to choose from a pool of *Open Elective Courses* that provide exposure to multiple disciplines and thereby making the programme truly multi-disciplinary.
9. Students can make a choice of a *specialization/elective* in the 3<sup>rd</sup> and the 4<sup>th</sup> year of the programme.

## I. ELIGIBILITY FOR ADMISSION

Candidates who have completed the two-year Pre-University course of Karnataka State or its equivalent are eligible for admission into this programme.

## II. DURATION OF THE PROGRAMME

The duration of the undergraduate degree programme is *four years* (eight semesters) with multiple entry and exit options, within this period. The students can exit after the completion of *one* academic year (two-semester) with a *Certificate* in the discipline; *Diploma* after the study of *two* academic years (four Semesters) and *Basic Bachelor Degree* after the completion of *three* academic years (six Semesters). The successful completion of *Four-Year* undergraduate Programme would lead to *Bachelor Degree in the discipline*.

## III. MEDIUM OF INSTRUCTION

The medium of instruction shall be English.

## IV. ATTENDANCE

- a. A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses, compulsorily.
- b. A student who fails to complete the course in the manner stated above shall not be permitted to take the End Semester Examination.

## V. SUBJECTS OF STUDY: THE COMPONENTS OF CURRICULUM FOR FOUR-YEAR MULTIDISCIPLINARY UNDERGRADUATE B.A. ENGLISH PROGRAMME

The category of courses and their descriptions are given in the following table:

<b>Category of Courses</b>	<b>Objectives/ Outcomes</b>
<b>Languages</b>	Language courses equip students with communication skills, critical and creative thinking, familiarity with issues pertaining to society and culture and skills of expression and articulation. They also provide students with a foundation for learning other courses.
<b>Ability Enhancement Courses</b>	Ability enhancement courses are the generic skill courses that enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.
<b>Skill Enhancement Courses</b>	Skill Enhancement Courses enhance skills pertaining to a particular field of study to increase their employability/ self-employment. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.
<b>Vocational Enhancement courses</b>	Vocational Enhancement courses enhance skills pertaining to a particular field of study to increase their employability/ self-employment.
<b>Foundation/ Discipline based Introductory Courses</b>	These courses will supplement in a better understanding of how to apply the knowledge gained in classrooms to societal issues.
<b>Major Discipline Core Courses</b>	Major Discipline Core Courses aim to cover the basics that a student is expected to learn in that particular discipline. They provide fundamental knowledge and expertise to produce competent and creative graduates with a strong scientific, technical and academic acumen.
<b>Minor Discipline Courses</b>	A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at all.
<b>Major Discipline Elective Courses</b>	These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.

<b>Open or Generic Elective Courses</b>	Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.
<b>Project work/ Dissertation/ Internship</b>	Students shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship shall be an integral part of the Curriculum.
<b>Extension Activities</b>	As part of the objective of Social Concern, the College has designed a well-structured Community Outreach programme of sixty hours called 'Bembala' (Support). The programme includes rural camps, workshops, lectures and seminars, teaching programme in Govt Schools or Colleges, community service in slums and villages, awareness programme in streets, localities, slums or villages and public rallies on social issues. The College expects the students to be part of the activities organized by the College towards securing the goal of Social Concern. This programme is mandatory for the award of degree from the college.
<b>Extra/Co-curricular Activities</b>	The College has a wide range of student associations and clubs that provide space for students to develop their creative talents. The activities conducted help in developing not just the artistic and entrepreneurial talents but also helps in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, enthusiasm, and positive thinking are some of the facets of personality development and the outcomes of these activities.



## VI. CREDIT REQUIREMENT

Credits represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc.

<b>Exit Option</b>	<b>Minimum Credit Requirement*</b>
<b>Certificate</b> at the Successful Completion of First Year (Two Semesters) of Four Years Multidisciplinary UG Degree Programme	51
<b>Diploma</b> at the Successful Completion of the Second Year (Four Semesters) of Four Years Multidisciplinary UG Degree Programme	101
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of Four Years Multidisciplinary Undergraduate Degree Programme	149
<b>Bachelor Degree</b> at the Successful Completion of the Four Years (Eight Semesters) Multidisciplinary Undergraduate Degree Programme	193

\*Credits are subject to change as per the NEP guidelines

## VII. TEACHING & EVALUATION

MA graduates from a recognized university are only eligible to teach and to evaluate the courses including part - B courses of I and II semesters (except languages, compulsory additional courses, and core Information Technology related courses) mentioned in this regulation. Languages and additional courses shall be taught by the graduates as recognized by the respective board of studies.

## VIII. EXAMINATION & EVALUATION

### CONTINUOUS FORMATIVE EVALUATION/ INTERNAL ASSESSMENT

Total marks for each course shall be based on continuous assessment and semester end examinations. As per the decision taken at the Karnataka State Higher Education Council, the total marks for CIA and ESE as per NEP will be 40:60.

<b>TOTAL MARKS FOR EACH COURSE</b>	<b>100%</b>
Continuous Internal assessment - CIA 1	20% marks
Continuous Internal assessment - CIA 2	20% marks
End Semester Examination (ESE)	60% marks

#### **EVALUATION PROCESS OF INTERNAL ASSESSMENT MARKS SHALL BE AS FOLLOWS:**

- a) The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.
- b) During the end of the semester, end semester examination shall be conducted by the college for each course. This, forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- c) The students shall be informed about the modalities well in advance. The evaluated assignments during component I (CIA 1) and component II (CIA 2) are immediately provided to the students.
- d) The marks of the total internal assessment shall be published on the ERP for students at the end of semester.
- e) The internal assessment marks shall be submitted to the COE as per the date mentioned.
- f) There shall be no minimum in respect of the internal assessment marks.
- g) Internal assessment marks may be recorded separately. A student who has failed, shall retain the internal assessment marks as there will be no change in the CIA

results scored.

#### **MINIMUM FOR A PASS**

- a. A student needs to get 40% in the end semester examination and in addition the student also should get an aggregate of overall 40% inclusive of his internal assessment to be declared as passed.
- b. The student who is passed in all the end semester examinations in the first attempt is eligible for rank
- c. A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class and CGPA but not for ranking.
- d. The results of students who have passed the last semester examinations but not passed the lower semester examinations shall be eligible for the degree only after completion of all the lower semester examinations.
- e. If a student fails in a subject, either in theory or practical's he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical is separately) as stated above.

#### **CARRY OVER**

Students who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations as per odd or even semester in the next consecutive chance.

#### **CLASSIFICATION OF SUCCESSFUL CANDIDATES**

The ten-point grading system is adopted. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the programmes and the corresponding overall grades. If some students exit at the completion of the first, second or third year of the four-year Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters

shall also be classified on the basis of the Cumulative Grade Point Average (CGPA) obtained in the two, four, six or eight semesters, respectively. For award of

- Certificate
- Diploma
- Basic Bachelor's Degree
- Bachelor's Degree

#### **TRANSFER FOR ADMISSION**

Transfer for admission is permissible only for odd semesters for students of other universities and within the university.

#### **CONDITIONS FOR TRANSFER OF ADMISSION OF STUDENTS WITHIN T**

- a. His/ her transfer admission shall be within the intake permitted to the college.
- b. Availability of same combination of subjects studied in the previous college.
- c. He/she shall fulfil the attendance requirements as per the University Regulation.
- d. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme.

#### **CONDITIONS FOR TRANSFER ADMISSION OF STUDENTS OF OTHER UNIVERSITIES**

- a. A student migrating from any other University may be permitted to join odd semester of the degree programme provided he/she has passed all the subjects of previous semesters/years, as the case may be. Such candidates must satisfy all other conditions of eligibility stipulated in the regulations of the University.
- b. His/her transfer admission shall be within the intake permitted to the college.
- c. He/she shall fulfil the attendance requirements as per the University Regulation.
- d. The student who is migrating from other Universities is eligible for overall SGPA/CGPA or Class and not for

ranking.

- e. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

# B. A. (English & Psychology) Programme

## Programme Objectives:

### Programme Educational Objectives (PEO)

The B.A. (English & Psychology) programme will produce graduates who will:

**PEO1:** Be proficient, knowledgeable, and highly valued professionals capable of contributing to various sectors such as academia, publishing, media, counselling, mental health, and creative industries.

**PEO2:** Adapt to a rapidly changing environment with newly learnt and applied skills and competencies, become socially responsible and value-driven citizens, committed to sustainable development.

**PEO3:** Act with conscience of global, ethical, societal, ecological and commercial awareness with sustainable values as is expected of professionals contributing to the country.

**PEO4:** Able to continue their professional development by obtaining advanced degrees in academic and research fields.

### Programme Outcomes (PO)

At the end of the BA (English & Psychology) programme, the learners will be:

#### **PO1: Disciplinary and Interdisciplinary Knowledge**

Demonstrate a comprehensive understanding of English literature and familiarize themselves with diverse literary traditions and concepts in psychology.

#### **PO2: Decision-Making Skill**

Apply critical thinking and analysis to literary and psychological research and the ability to demonstrate a deep understanding of the texts, contexts, practices, and human behaviour.

#### **PO3: Integrated Problem-Solving and Research**

Analyze and evaluate the interconnectedness of various concepts in literary studies and psychology and apply the same for problem solving.

#### **PO4: Critical Thinking Skill**

Evaluate and critique evidence, arguments, claims, and beliefs within a social system

by using theoretical concepts and skills acquired through the courses.

**PO5: Creative Thinking Skill**

Develop and communicate original and meaningful ideas in response to texts and concepts. Make a valuable and innovative contribution to critiquing literary works.

**PO6: Usage of Modern Technology and Tools**

Use digital tools, communication/networking platforms, and social media to access, manage, integrate, evaluate, and adapt to technological advancements in the field of literary studies and psychology and employ appropriate digital resources for communication, research, and academic purposes.

**PO7: Leadership and Teamwork**

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

**PO8: Ethical Conduct and Sustainability Practices**

Act responsibly and promote values such as inclusivity, diversity, and social justice through analysis and discourse.

**PO9: Collaboration and Networking Skills**

Engage in collaborative literary or mental health projects and effectively network with peers, scholars, and professionals in the literary field.

**PO10: Self-directed and Life-long Learning**

Create personal goals and cultivate a commitment to continuous learning and improvement in the field of literary studies and psychology.

**Programme Specific Outcomes (PSOs)**

**PO11: Career Options**

Develop a wide range of skills that enable graduates to pursue diverse career paths beyond academia. Obtain practical, hands-on experience through internships, research projects, or community engagements.

**PO12: Proficiency in Literary Studies and Psychology**

Develop a range of subject-specific and generic skills of value in graduate employment, including high-order critical, analytic and research skills, and advanced oral and written communication competencies. Adapt to new tools, platforms, and digital modes of communication and learning.

## B.A. (English and Psychology) Programme Matrix

Course Category /Semesters	I	II	III	IV	V	VI	Total Credits
<b>Language 1</b> 3 Hrs/3 Cr	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	Language 1 (3 Cr)	-	-	<b>24</b>
<b>Language 2</b> 3 Hrs/3 Cr	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	Language 2 (3 Cr)	-	-	
<b>Compulsory Courses</b> (2Hrs/2Cr)	-	Environmental Studies (3 Cr)	-	Indian Constitution (3Cr)	-	-	<b>6</b>
<b>Discipline Specific Core Courses (English)</b> (4Hrs/4Cr or 3Hrs/3 Cr)	Introduction to Literature (3 Cr)	Introduction to Phonetics & Linguistics (3 Cr)	British Literature up to 1800 (3 Cr)	British Literature 1800 & After (3Cr)	Literary Theory and Criticism (4 Cr)	Popular Fiction (4 Cr)	<b>48</b>
	Indian Writing in English (Part 1) (3 Cr)	Indian Writing in English (Part 2) (3 Cr)	Indian Writing in Translation (3 Cr)	Gender Studies (3 Cr)	Post-Colonial Literatures (4 Cr)	Film Studies (4 Cr)	
	-	-	-	-	American Literature (4 Cr)	European Literature (4 Cr)	
<b>Discipline Specific Core Courses (Psychology)</b>	Foundations of Psychology (4+2) Cr	Foundations of Behaviour (4+2) Cr	Child Development (4+2) Cr	Development Psychology (4+2) Cr	PSY-5 (4+2) Cr	PSY-7 (4+2) Cr	<b>48</b>
	-	-	-	-	PSY-6 (4+2) Cr	PSY-8 (4+2) Cr	
<b>Open Elective Courses</b> (3Hrs/3Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	Choice of Course (3 Cr)	-	-	-	<b>9</b>
<b>Skill Enhancement Courses- Skill Based</b> (1Hr./2 Cr) (3hrs/3 Cr)	Digital Fluency (2 Cr)	-	Artificial Intelligence (2 Cr)	Financial Education Investment Awareness (2Cr)	-	Research Methodology (3 Cr)	<b>9</b>
<b>Internship</b>	-	-	-	-	Internship (2 Cr)	-	<b>2</b>
<b>Extension and Extra-Curricular Activities</b>	Psychological Well-being (2Cr)	Outreach (1 Cr)	Yoga (2 Cr)	Outreach (1 Cr)	-	-	<b>8</b>
	-	Extension & Extra-Curricular Activities (1Cr)	-	Extension & Extra-Curricular Activities (1 Cr)	-	-	
<b>Total Crs.</b>	<b>25</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>154</b>



IV. Course Matrix for B.A. (English and Psychology) Programme

**Semester I**

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 101	General English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 101	Kannada						
	A1 23 FK 101	Functional Kannada						
	A1 23 IK 101	Intermediate Kannada						
3	A1 22 DC 101	Introduction to Literature	DSC-1	3+0+1	60	40	100	3
4	A1 22 DC 102	Indian Writing in English Part-I (Pre independence)	DSC-2	3+0+1	60	40	100	3
5	A1 22 MN 101	Foundations of Psychology	MDC -1 (Theory)	4	60	40	100	4
6	A1 22 MNP 101	Foundations of Psychology	MDC -1 (Practical)	2	25	25	50	2
7		Open Electives*	OEC-1	3+0+0	60	40	100	3
8	A1 22 SB 101	Digital Fluency	SEC-SB	1+ 0+2	25	25	50	2
9	UG 22 FC 101	Psychological Wellbeing	SEC-VB	1+0+2	-	50	50	2
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

## Semester II

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 201	General English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 201	Kannada						
	A1 22 HN 201	Hindi						
	A1 22 AE 201	Additional English						
3	UG 22 CC 201	Environmental Studies	AECC	1+1+0	25	25	50	3
4	A1 22 DC 201	Introduction to Phonetics and Linguistics	DSC-3	3+0+1	60	40	100	3
5	A1 22 DC 202	Indian Writing in English Part-2	DSC-4	3+0+1	60	40	100	3
6	A1 22 MN 201	Foundations of Behaviour (Theory)	MDC -2 (Theory)	4	60	40	100	4
7	A1 22 MNP 201	Foundations of Behaviour (Practical)	MDC -2 (Practical)	2	25	25	50	2
8		Open Electives*	OEC-1	3+0+0	60	40	100	3
9	UG 22 EA 201	Extension Activities	SEC-VB	0+ 0+2		25	25	1
10	UG 22 EC 201	Extra-Curricular Activities	SEC-VB	0+0+2	-	25	25	1
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>26</b>

### Semester III

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ES E	CI A	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 301	Kannada						
	A1 22 HN 301	Hindi						
	A1 22 AE 301	Additional English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 301	General English						
3	A1 22 DC 301	British Literature - up to 1800	DSC-5	3+0+1	60	40	100	3
4	A1 22 DC 302	Indian Writing in Translation	DSC-6	3+0+1	60	40	100	3
5	A1 22 MN 301	Child Development (Theory)	MDC -3 (Theory)	4	60	40	100	4
6	A1 22 MNP 301	Child Development (Practical)	MDC -3 (Practical)	2	25	25	50	2
7		Open Electives*	OEC-1	3+0+0	60	40	100	3
8	UG 21 FC 301	Yoga	SEC-VB	1+ 0+2		50	50	2
10	A1 21 SB 301	Artificial Intelligence	SEC - SB	1+0+2	25	25	50	2
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

*\* Open Elective Courses are courses from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.*

### Semester IV

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ES E	CI A	Total Marks	Credits
1	<b>Language 1</b>		AECC	3+1+0	60	40	100	3
	A1 22 KN 401	Kannada						
	A1 22 HN 401	Hindi						
	A1 22 AE 401	Additional English						
2	<b>Language 2</b>		AECC	3+1+0	60	40	100	3
	A1 22 GE 401	General English						
3	UG 22 CC 401	Indian Constitution	AECC	1+1+0	25	25	50	3
4	A1 22 DC 401	British Literature - 1800 & After	DSC-7	3+0+1	60	40	100	3
5	A1 22 DC 402	Gender Studies	DSC-8	3+0+1	60	40	100	3
6	A1 22 MN 401	Development Psychology (Theory)	MDC -3 (Theory)	4	60	40	100	4
7	A1 22 MNP 401	Development Psychology (Practical)	MDC -3 (Practical)	2	25	25	50	2
8	A1 22 SB 401	Financial Education and Investment Awareness	SEC-SB	1+0+2	25	25	50	2
9	UG 22 EC 201	Extra-curricular Activities	SEC - SB	1+0+2	25	25	50	2
<b>TOTAL</b>					<b>410</b>	<b>340</b>	<b>750</b>	<b>25</b>

Department of English Programme: BA						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
IV	A1 22 DC 401	BRITISH LITERATURE  1800 & After	45	DSC	3	3
<b>Course Objectives</b>	<p>To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.</p> <ul style="list-style-type: none"> <li>To describe and discuss the key characteristics of the British literary periods designated the Romantic period, the Victorian Age and the twentieth century and after as they relate to actual literary texts</li> <li>To classify and define several genres of British literature (19<sup>th</sup> and 20<sup>th</sup> Century)</li> </ul>					
<b>Course Outcomes</b>						<b>T Levels</b>
CO1	Analyze the select literary poems and plays in the larger socio-cultural contexts of the time					T4
CO2	Distinguish and appreciate the poets, playwrights, and novelists of different periods along with some representative texts of the prescribed period					T1, T2
CO3	Identify and understand the canonical literature of England					T4
<b>Module 1</b>	<b>The Romantic Period (1785-1830)</b>					<b>15 Hours</b>
<ol style="list-style-type: none"> <li>Introduction to the Romantic Period</li> <li>Historical and cultural contexts of the Romantic period - the impact of historical events and cultural shifts on Romantic literature - revolution, industrialization, and the Romantic response.</li> <li>Introduction of genres within the Romantic Period, including poetry, novels, and essays.</li> <li>Introduction to William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, and other notable writers Reading from representative works within these genres - <ol style="list-style-type: none"> <li>Wollstonecraft, Mary. "Introduction." <i>A Vindication of the Rights of Woman</i>. 1792.</li> <li>Wordsworth, William. "Preface to Lyrical Ballads." 1800.</li> <li>Robinson, Mary. "To the Poet Coleridge." 1816.</li> <li>Keats, John. "Ode on a Grecian Urn." 1819.</li> </ol> </li> </ol>						
<b>Module 2</b>	<b>The Victorian Age (1830-1901)</b>					<b>15 Hours</b>

<ol style="list-style-type: none"> <li>1. Introduction to the Victorian Age</li> <li>2. Introduction to the impact of historical events and cultural shifts on Victorian literature - concepts like industrialization, imperialism, and social reform.</li> <li>3. An exploration of literary genres within the Victorian Age, including novels, poetry, and essays - characteristics and examples of Victorian literary genres.</li> <li>4. Introduction to Charles Dickens, Bronte sisters and Victorian Novels, Tennyson, Browning, and Victorian Poetry Reading from representative works within these genres <ol style="list-style-type: none"> <li>a) Arnold, Matthew. "Dover Beach." 1867.</li> <li>b) Browning, Elizabeth Barrett. "How Do I Love Thee? Let Me Count the Ways." <i>Sonnets from the Portuguese</i>, 1850.</li> <li>c) Ruskin, John. <i>Unto This Last</i> (a selected part). 1860.</li> </ol> </li> </ol>		
<b>Module 3</b>	<b>The Twentieth Century and After</b>	<b>15 Hours</b>
<ol style="list-style-type: none"> <li>1. Introduction to 20th Century and Contemporary Literature</li> <li>2. Examining the impact of historical events and cultural shifts on 20th-century literature - World Wars, globalization, and technological advancements.</li> <li>3. An exploration of literary movements within the 20th century, including modernism, postmodernism, and contemporary literature.</li> <li>4. Introduction to War Poetry, Oxford Poets, Modern Novel, Modern Drama, Problem Plays, Irish Theatre Movement, and Modern Prose. Reading from representative works within these genres <ol style="list-style-type: none"> <li>a. Joyce, James. "Araby." <i>Dubliners</i>. 1914</li> <li>b. Yeats, W. B. "The Second Coming." 1920.</li> <li>c. Woolf, Virginia. <i>To the Lighthouse</i>. 1927.</li> <li>d. Pinter, Harold. <i>The Birthday Party</i>. 1958.</li> </ol> </li> </ol>		
Self-Learning Topics:		
1.	Modernism and Postmodernism in British Literature	
2.	Colonial and Postcolonial Themes in British Literature	
3.	Feminist Criticism and Gender in British Literature	
4.	Intertextuality and Influence in British Literature	
5.	Themes of War and Conflict	
6.	Study the psychological impact of war and disillusionment in modernist literature.	
7.	Myth, Legend, and Folklore in British Literature	
8.	The British Literary Canon and Its Critics	
9.	Study the influence of contemporary literary theory (feminism, postcolonialism, Marxism) in reshaping the canon.	
<b>Skill Development:</b>		
1	Critical Reading and Textual Analysis	
2	Comparative Literary Analysis	
3	Historical and Contextual Research	
4	Writing and Argumentation	

5	Engagement with Literary Theory
6	Oral Presentation and Discussion

**Books for Reference:**

1.	<i>Stephen Greenblatt, The Norton Anthology of English Literature</i>
2.	<i>Andrew Sanders, English Literature, OUP, 2005</i>
3.	<i>Edward Albert, History of English Literature, OUP, 2014</i>
4.	<i>M. H. Abrams, A Glossary of Literary Terms, Cengage Publishers, New Delhi, 2014.</i>
5.	<i>Chandler, James, and Maureen N. McLane, editors. "The Cambridge Companion to British Romantic Poetry." Cambridge University Press, 2008.</i>
6.	<i>Blanning, Tim. "The Romantic Revolution." Random House, 2011</i>
7.	<i>David, Deirdre, editor. "The Cambridge Companion to Victorian Literature." Cambridge University Press, 2000.</i>
8.	<i>Kucich, John. "The Victorian Novel: A Guide to Criticism." Blackwell Publishing, 2006.</i>
9.	<i>Butler, Christopher. "Modernism: A Very Short Introduction." Oxford University Press, 2010.</i>
10.	<i>James, David, and Urmila Seshagiri, editors. "The Oxford Handbook of Modernist Literature." Oxford University Press, 2010.</i>
11.	<i>Bloom, Clive. "The Literature of the 20th Century." Palgrave Macmillan, 2004.</i>

**Mapping of CO and PO**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			L		H				M	H		
CO2			L			M			M	H		
CO3				H	H		M		M	H		

Department of English BA (English & Psychology)						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Perweek	Credits
IV	A1 22 DC 402	GENDER STUDIES	45	DSC	3	3
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To offer historical and contemporary perspectives in the field of Gender Studies.</li> <li>To critically analyse the intersections of gender, race, caste, sexuality, and other social locations / identities</li> <li>To engage with the literary texts through the feminist perspective</li> </ul>					
<b>Course Outcomes</b>						<b>T Levels</b>
CO1	Demonstrate critical reading of literary text informed by an understanding of gender.					T4
CO2	Display an understanding of historical and contemporary perspectives in the field of Gender Studies.					T1, T2
CO3	Locate the intersectionality of gender, caste, race, sexuality, and other social identities.					T4,T2
<b>Module 1</b>	<b>The Beginnings</b>					<b>15 Hours</b>
Concepts and Movements Seneca Falls Convention, Waves of Feminism, Identity Politics <ol style="list-style-type: none"> <li>A Vindication of the Rights of Woman – Mary Wollstonecraft</li> <li>The Politics of Housework – Pat Mainardi</li> <li>Anatomy is Destiny – Sigmund Freud (Chapter from Masculine / Feminine)</li> <li>There Is No Hierarchy of Oppression – Audre Lorde</li> <li>God Made You Different, Nature Made Us Different – V Geetha (Chapter 1 from Gender)</li> <li>Suffragette – Film Text</li> </ol>						
<b>Module 2</b>	<b>Towards the Discipline</b>					<b>15 Hours</b>
Concepts - Heterosexism, Patriarchy, Lesbian Continuum <ol style="list-style-type: none"> <li>Women's Studies or Gender Studies? A Feminist Discussion – Cheryl Hyde and Mary Bricker - Jenkins</li> <li>The 'Seductive Allure' of Neuroscience – Cordelia Fine</li> <li>Gender Trouble – Judith Butler (Preface in 1990 and 1999)</li> <li>Of Woman Born (motherhood) – Adrienne Rich</li> </ol>						
<b>Module 3</b>	<b>Where We Stand</b>					<b>Hours-15</b>
Concepts - Masculinity Studies, Dalit Feminism, Intersectionality - caste, class, race, disability <ol style="list-style-type: none"> <li>Gender as a Postmodern Category of Paralysis – Joan Hoff</li> <li>Feminist Politics: Where We Stand – bell hooks</li> <li>Thinking Beyond Gender in India – Ruth Vanitha</li> <li>Sara Ahmed - Feminist Killjoys (and Other Willful Subjects)</li> <li>A Master's Degree in ... Masculinity? – Jessica Bennett (The New York Times)</li> <li>Modern Masculinity is not what you see on TV - Modern Masculinity – Iman Armani</li> </ol>						



<b>Self-Learning Topics:</b>												
1	Intersectionality: Gender, Race, Class, and Sexuality											
2	Feminist Movements and Theories: Global and Local Perspectives											
3	Gender Representation in Media and Popular Culture											
4	Gender, Law, and Policy: Rights and Advocacy											
<b>Skill Development:</b>												
1	Analytical Thinking and Problem-Solving											
2	Transcription and Phonetic Analysis											
3	Research and Data Collection											
<b>Books for Reference:</b>												
1	<i>A Doll's House – Ibsen</i>											
2	<i>The Yellow Wallpaper – Charlotte Perkins Gilman</i>											
3	<i>Pygmalion – George Bernard Shaw</i>											
4	<i>An Incident and After – Anupama Niranjana</i>											
5	<i>Killing Us Softly</i>											
6	<i>The Chess Players / Shatranj Khi Khiladi – Short Story by Premchand / Film Text by Satyajit Ray</i>											
7	<i>Breaking Ties – Sara Aboobker</i>											
8	<i>Professions for Women – Doris Lessing</i>											
9	<i>The Taming of Women – P. Sivakami</i>											
10	<i>Love Attacks - Romance and Media Voyeurism in the Public Domain – Christiane Brosius</i>											
11	<i>Ten Minutes and Thirty Eight Seconds in this Strange World by Elif Shafak</i> <i>Elif Shafak on 10 Minutes 38 Seconds in this Strange World – YouTube Interview Elif Shafak on 10 Minutes 38 Seconds in this Strange World (youtube.com)</i>											
<b>Mapping of CO and PO</b>												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				H	H		M		M	H		
CO2			L	H		M		M	M	H		
CO3				H	L	M			M	H		

Department of Psychology Programme: B.A.						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
IV	AI 23 MC 401	DEVELOPMENTAL PSYCHOLOGY	60 Hours	DSC	4 Hours	4
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>Describe the developmental process and milestones that occur in adolescence</li> <li>Analyse theoretical approaches to development in early adulthood.</li> <li>Examine the changes and continuities that occur in middle adulthood</li> <li>Explain the physical and psychosocial changes that occur in late adulthood.</li> <li>Assess aspects relating to death and life.</li> </ul>					
<b>Course Outcomes:</b>						<b>T Levels:</b>
CO1	Examine the developmental process and milestones that occur in adolescence					4
CO2	Evaluate theoretical approaches to development in early adulthood.					4
CO3	Explain the changes and continuities that occur in middle adulthood					2
CO4	Express the physical and psychosocial changes that occur in late adulthood.					3
CO5	Analyse concepts and theories relating to life and death.					4
<b>Module 1</b>	<b>Puberty &amp; Adolescence</b>					<b>12 Hours</b>
<p>Puberty and adolescence: Meaning and characteristics.</p> <p>Physical development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.</p> <p>Physical and mental health: Physical fitness, sleep needs, nutrition; eating disorders in childhood; substance use - risk factors, gateway drugs; addiction to social media and virtual gaming.</p> <p>Psychosocial development: Identity formation - Erikson's theory of psychosocial development, Marcia's theory of identity formation, sociocultural influences in identity formation - gender and ethnic factors; relationship with peers and adults</p> <p>Disorders in adolescence: Antisocial traits and juvenile delinquency</p>						
<b>Module 2</b>	<b>Early Adulthood</b>					<b>12 Hours</b>
<p>Characteristics of early adulthood</p> <p>Health and Physical Development: Health status, genetic and behavioural influences on health and fitness.</p> <p>Cognitive development: Postformal thought; Schaies' model of cognitive development; emotional intelligence.</p> <p>Psycho-social development: Models - Normative changes, timing-of-events model, trait and Typological model; intimate relationships; marital and non-marital life styles - single life, marriage, co-habitation, LGBT issues.</p>						
<b>Module 3</b>	<b>Middle Adulthood</b>					<b>14 Hours</b>
<p>Characteristics of Middle adulthood.</p> <p>Physical development: Physical changes - Sensory and psychomotor functioning; sexuality &amp; reproductive functioning - menarche and spermarche, menopause and its</p>						

treatment, andropause.

Cognitive development: The role of expertise, integrative thought, practical problem solving, creativity, work and cognitive development, mature learner. Psychosocial development: Changes in relationship at midlife; consensual relationships: Marriage, midlife divorce, LGBTQIA+ challenges, friendships, relationships with maturing children; empty nest; midlife crisis.

Vocational adjustments: Factors affecting vocational adjustment in middle adulthood, vocational hazards, occupational patterns, work v /s early retirement, adjustment to approaching retirement.

<b>Module 4</b>	<b>Late Adulthood</b>	<b>12 Hours</b>
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Characteristics of late adulthood.

Physical changes: Sensory & psychomotor functioning - vision, hearing, taste, smell, strength, endurance, balance and reaction time.

Cognitive changes: Intelligence and processing abilities, competence in everyday tasks and problem solving.

Psychosocial changes - Personal relationships in late life: social contact, relationships, multigenerational families; consensual relationships: marriage, divorce and remarriage, widowhood, single life; non-marital kinship ties: relationship with adult children, relationship with siblings; becoming grandparents and great-grandparents.

<b>Module 5</b>	<b>The End of Life</b>	<b>10 Hours</b>
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Theories of aging: Programmed theories and damage theories.

Approaches to death: Biological and social approaches to understanding death; issues related to death - medical, legal and ethical Facing death and loss: Psychological issues - confronting one's death; patterns of grieving;

Kubler-Ross' stages of dying; death and bereavement across the lifespan finding meaning & purpose in life & death.

**Skill Development:**

1	Using Marcia's or Erikson's theory relating to identity formation, reflect on your present identity status. Identify the social and cultural factors that may have influenced the formation of your identity.
2	Interview a person in their middle or late adulthood. Explore the experiences that have helped in their psychosocial and cognitive development. Compare their present physical, cognitive and psychosocial status with previous developmental stages.
3	Make a report on your experiences in adolescence and early adulthood. Information must be related to all domains of development (cognitive, physical, psychosocial and emotional).

**Books for Reference:**

1	<i>Hurlock, E.B. (1981). Developmental Psychology: A life - span approach. Tata McGraw - Hill</i>
2	<i>Santrock, J. W. (2017). Life-Span Development, 6th Edition, Tata McGraw- Hill Education.</i>

