

# **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)**

**Semester VI**

**Syllabus for the Batch of 2022-23**

**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 BA 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> )
<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.

Exit Option	Minimum Credit Requirement*
<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 THE UNIVERSITY**

- 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

### I. 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.

### II. 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.

**PO13: Cultural Sensitivity**

Develop a profound cultural understanding of society and culture and play an active role as citizens of the state. Initiate meaningful conversations that demonstrate cultural sensitivity and inclusion in society.

### III. 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)	-	Environment al 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)	Introduction to 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)	European Literature (4 Cr)	
	-	-	-	-	American Literature (4 Cr)	Introduction to Film Studies (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	Abnormal Psychology (4+2) Cr	Abnormal Psychology (4+2) Cr	<b>48</b>
	-	-	-	-	Social Psychology (4+2) Cr	Organisational Psychology (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>	Psychologica l 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	CI A	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)	ES E	CI A	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	UG22FC301	Yoga	SEC-VB	1+ 0+2		50	50	2
10	A1 22 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 23 FK 401	Functional Kannada						
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>

## Semester V

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	A1 22 DC 501	Literary Theory and Criticism	DSC-A 7	4+0+1	60	40	100	4
2	A1 22 DC 502	Postcolonial Literatures	DSC A -8	4+0+1	60	40	100	4
3	A1 22 DC 503	American Literature	DSC A -9	4+0+1	60	40	100	4
4	A1 22 MN 501	Abnormal Psychology (Theory)	DSC B -5 (Theory)	4	60	40	100	4
5	A1 22 MNP 501	Abnormal Psychology (Practical)	DSC B -5 (Practical)	2	25	25	50	2
6	A1 22 MN 502	Social Psychology (Theory)	DSC B -6 (Theory)	4	60	40	100	4
7	A1 22 MNP 502	Social Psychology (Practical)	DSC B -6 (Practical)	2	25	25	50	2
8	A1 22 PR 501	Internship	SEC – SB	1+0+2	25	25	50	2
<b>TOTAL</b>					<b>375</b>	<b>275</b>	<b>650</b>	<b>26</b>

### Semester VI

SL. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	A1 22 DC 601	Introduction to Popular Fiction	DSC-A 7	4+0+1	60	40	100	4
2	A1 22 DC 602	European Literature	DSC A -8	4+0+1	60	40	100	4
3	A1 22 DC 603	Introduction to Film Studies	DSC A -9	4+0+1	60	40	100	4
4	A1 22 MN 601	Abnormal Psychology 2(Theory)	DSC B -5 (Theory)	4	60	40	100	4
5	A1 22 MNP 601	Abnormal Psychology 2 (Practical)	DSC B -5 (Practical)	2	25	25	50	2
6	A1 22 MN 602	Organizational Psychology (Theory)	DSC B -6 (Theory)	4	60	40	100	4
7	A1 22 MNP 602	Organizational Psychology (Practical)	DSC B -6 (Practical)	2	25	25	50	2
8	A1 22 SB 601	Research Methodology & Research Project	SEC – SB	1+0+2		100	100	3
<b>TOTAL</b>					<b>350</b>	<b>350</b>	<b>700</b>	<b>27</b>

**Semester VI**

<b>Department of English BA (English and Psychology)</b>						
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Course Duration</b>	<b>Course Type</b>	<b>Teaching Hours Per week</b>	<b>Credits</b>
<b>VI</b>	<b>A1 22 DC 601</b>	<b>Introduction to Popular Fiction</b>	<b>60 hours</b>	<b>DSC</b>	<b>4</b>	<b>4</b>
<b>Course Objectives:</b>	<p>This course will introduce students to the genre of popular fiction from across the world. The course will give them an overview of the contexts from which Popular Fiction emerged and will introduce students to theoretical frames and concepts specific to the genre and pertaining to the “popular”. The paper will survey popular fiction and its varied sub genres in order to develop an understanding of the scope and range of the genre. This will showcase its agenda to represent the masses, its capacity to hold, critique, as well as sharpen ideology and produce an understanding of the space it occupies in consumer capitalism. This survey course will build critical thinking skills via a full- throated cultural analysis of each of the sub-genres that exist, including: Fantasy Fiction, Chick Lit, Whodunits, Young Adult Fiction, Popular Short Fiction, Netflix Series and Film Adaptations, Popular Adventure Fiction and Graphic Novels. The cultural studies approach will be used to provide students with basic conceptual and relevant theoretical frames that permeate the domain of the popular at large and the specific genre of Popular Fiction.</p>					
<b>Course Outcomes</b>						<b>T Levels</b>
<b>CO1</b>	Have an interdisciplinary understanding of the genre of Popular Fiction					T2
<b>CO2</b>	Be able to analyze texts on the syllabus using the Cultural Studies approach					T4
<b>CO3</b>	Be able to use critical thinking to engage issues and ideologies embedded in Popular Fiction					T5
<b>CO4</b>	Be able to apply the concepts and theories to the reading and re-reading of Popular Fiction					T3
<b>CO5</b>	Be able to evaluate the place that popular fiction occupies in the culture industry					T5
<b>Module 1</b>	<b>Introduction to Key Concepts and theories of Popular Fiction</b>					<b>15 Hours</b>
<p><b>Key Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Possibilism</li> <li>2. Realism/anti-realism</li> <li>3. Fictionalism/possible worlds</li> <li>4. popular culture</li> <li>5. cultural capitalism</li> <li>6. consumer capitalism</li> <li>7. the culture industry</li> <li>8. “Notes on deconstructing ‘the popular’” – Stuart Hall</li> </ol>						

9. “Popular Fiction and Social Change” from Popular Fiction: Ideology or Utopia? - Christopher Pawling 10. Sub-Culture and the Meaning of Style- Dick Hebdige (Excerpts) 11. Roland Barthes – Mythologies (Excerpts)		
<b>Module 2</b>	<b>Popular Short Fiction</b>	<b>10 Hours</b>
1. Super-Frog Saves Tokyo by Haruki Murakami from Digital Geishas and Talking Frogs ed. Helen Mitsios 2. The Man who Turned into Gandhi by Shovon Chowdhury from New Horizons: The Gollancz Book of South Asian Science Fiction 3. “Curry Muncher 2.0” from Sunita DeSouza Goes to Sydney – Roanna Gonsalves 4. Ashamanja Babu’s Dog -Satyajit Ray 5. Do Andoird’s Dream of Electric Sheep? - Philip K Dick		
<b>Module 3</b>	<b>Popular Fiction – Novels</b>	<b>15Hours</b>
1. The Henna Start-Up – Andaleeb Wajid (Chick Lit) 2. Indiana Jones and the White Witch – Martin Caidin (Adventure Mystery Fiction) 3. Jonathan Livingston Seagull - Richard Bach (Philosophy and SciFi) 4. Two States – Chetan Bhagat (Young Adult Fiction)		
<b>Module 4</b>	<b>Popular Fiction Adapted to the Screen</b>	<b>10 Hours</b>
1. The Outlander – Diana Gabaldon (Time Travel-Historical Fiction - Netflix Series) 2. The Blue Umbrella – Ruskin Bond /Vishal Bhardwaj (Children’s Fantasy; Short Fiction) 3. The Da Vinci Code – Dan Brown (Mystery Thriller -Novel) 4. Death on the Nile – Agatha Christy (Whoddunit-Novel) 5. Shawshank Redemption- Stephen King (Realist Novella)		
<b>Module 5</b>	<b>Popular Fiction – Graphic Short Fiction/Novels</b>	<b>10Hours</b>
1. Highway 117 – Pushpa Thangadorai /Jeyaraj (Pulp Fiction- Graphic Short Fiction) 2. The Mysteries - Bill Watterson & John Kascht (Graphic Novel-Whoddunit) 3. Jerusalem – Guy Delisle (Graphic Novel - Memoir/Travelogue)		
<b>Self-Learning Topics:</b>		
1	Close textual analysis	
2	Creative writing techniques	
3	Referencing skills	
<b>Skill Development:</b>		
1	Critical Reading, Writing, Thinking Skills	
2	Intercultural and intertextual analytical skills	
3	Problem solving Skills	
<b>Books for Reference:</b>		
1	<i>Glover D, McCracken S. Introduction. In: Glover D, McCracken S, eds. The Cambridge Companion to Popular Fiction. Cambridge Companions to Literature. Cambridge University Press; 2012:1-14.</i>	
2	<i>Pawling, C. (1984). Introduction: Popular Fiction: Ideology or Utopia?. In: Pawling, C. (eds) Popular Fiction and Social Change. Palgrave, London. <a href="https://doi.org/10.1007/978-1-349-15856-0_1">https://doi.org/10.1007/978-1-349-15856-0_1</a></i>	
3	<i>Schneider-Mayerson, Matthew. “Popular Fiction Studies: The Advantages of a New Field.” Studies in Popular Culture, vol. 33, no. 1, 2010, pp. 21–35. JSTOR,</i>	





Department of English B.A. English & Psychology						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
VI	A1 22 DC 602	European Literature	60 Hours	DSC	4	4
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To familiarize students with key works and authors of European literatures, across different historical periods and cultural movements.</li> <li>To develop students' understanding of the social, political, and intellectual contexts that influenced European literatures.</li> <li>To foster comparative analysis of literary works, exploring intertextuality and the evolution of literary forms.</li> <li>To enhance students' skills in written and oral expression through analytical essays, presentations, and discussions about European literature.</li> <li>To provide insight into the enduring significance of European literary works in the context of global literary traditions.</li> </ul>					
<b>Course Outcomes:</b>						<b>T Levels</b>
<b>CO1</b>	Demonstrate a broad knowledge of the major works, authors, and movements in European literature.					T2
<b>CO2</b>	Analyze and critique European literary texts with attention to their historical, social, and cultural contexts.					T4
<b>CO3</b>	Produce well-structured essays and presentations that showcase their understanding of the material and their ability to formulate coherent literary arguments.					T3
<b>CO4</b>	Recognise the relevance of European literary traditions to contemporary cultural, social, and philosophical debates.					T4
<b>Module 1</b>	<b>The Classical Period</b>					<b>9 Hours</b>
<b>Concepts: Myth; Western Consciousness; Religion</b>						
<ol style="list-style-type: none"> <li>Iliad – Homer (Epic Poetry)</li> <li>Antigone – Sophocles (Tragedy)</li> <li>Sappho's Poetry</li> </ol>						
<b>Module 2</b>	<b>The Renaissance and Enlightenment</b>					<b>15 Hours</b>
<b>Concepts: Humanism; Rationalism; Age of Reason; Individualism; Secularism</b>						
<ol style="list-style-type: none"> <li>Don Quixote (Excerpts) – Miguel de Cervantes (Novel)</li> <li>On Vanity – Michel de Montaigne (Essay)</li> <li>Petrarchan Sonnets</li> <li>The Imaginary Invalid – Molière (Play)</li> <li>Discourse on the Method (Excerpts) – René Descartes</li> </ol>						
<b>Module 3</b>	<b>Realism, Modernism and Post Modernism</b>					<b>30 Hours</b>
<b>Concepts: The human condition; Alienation; Disillusionment; Isolation</b>						
<ol style="list-style-type: none"> <li>Madame Bovary (Excerpts) – Gustave Flaubert (Novel)</li> </ol>						

<ol style="list-style-type: none"> <li>2. Metamorphosis – Franz Kafka (Novella)</li> <li>3. Shakespeare – Vladimir Nabokov (Poem)</li> <li>4. The Bald Soprano – Eugène Ionesco (Play)</li> <li>5. Myth of Sisyphus – Albert Camus (Essay)</li> <li>6. Invisible Cities (Excerpts) – Italo Calvino</li> <li>7. The End and the Beginning - Wislawa Szymborzka (Poem)</li> <li>8. All Men are Mortal (Exerpts) - Simone de Beauvoir</li> <li>9. Diary of a Madman – Nikolai Gogol (Short Story)</li> <li>10. Laughable Loves – Milan Kundera (Short Story)</li> </ol>												
<b>Module 4</b>		<b>European Literature through the lens of philosophy – A Sample</b>									<b>6 Hours</b>	
<b>Concepts: Beyond Morality and Religion</b>												
<ol style="list-style-type: none"> <li>1. Hanna Arendt – The Banality of Evil</li> <li>2. Nietzsche – On Greek Tragedy</li> </ol>												
<b>Skill Development:</b>												
1		Enhanced ability to critically analyze literary texts, examining themes, literary devices and the socio-political contexts that shape these works.										
2		Develop skills in comparing literary works, identifying intertextual connections and understanding the evolution of literary forms across different European traditions.										
3		Improve academic writing skills through the development of structured analytical essays that clearly articulate arguments and insights about European literature.										
4		Enhance public speaking and presentation skills by engaging in discussions and delivering presentations that critically examine literary work.										
<b>Book for Reference</b>												
1		<i>The Divine Comedy – Dante Alighieri (Novel)</i>										
2		<i>À la recherche du temps perdu – Marcel Proust (Novel)</i>										
3		<i>Hedda Gabler – Henrik Ibsen (Play)</i>										
4		<i>The Joke – Milan Kundera (Novel)</i>										
5		<i>A History of European Literature – Walter Cohen (Reference Book)</i>										
6		<i>Odyssey – Homer (Epic Poetry)</i>										
7		<i>The Cabinet of Dr. Caligari (1920) – Dir. Robert Wiene (Film Text)</i>										
8		<i>I Served the King of England – Bohumil Hrabal (Novel)</i>										
<b>Mapping of CO and PO</b>												
<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
CO1			H	M	L							
CO2				H	M							L
CO3			H	M	L							
CO4				H	M							L



Department of English B.A. English & Psychology						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
VI	A1 22 DC 603	Introduction to Film Studies	60 hours	DSC	4	4
<b>Course Objectives:</b>	This course aims to introduce the discipline of Film Studies to undergraduate students. It seeks to familiarize students with the history of cinema and key terminologies in film studies. The course aims to engage the students in debates about different approaches to the study of cinema and thereby developing an understanding of the evolution of Film Studies as a discipline. A thorough understanding of the discipline of Film Studies will then lead to examining specific areas such as Indian popular cinema and Hollywood cinema. Students will also be trained in developing skills of film criticism and composing video essays on cinema.					
<b>Course Outcomes</b>					<b>T Levels</b>	
<b>CO1</b>	Display an understanding of key terms in the study of cinema				T2	
<b>CO2</b>	Demonstrate an awareness of film history				T2	
<b>CO3</b>	Display an understanding of different approaches to the study of cinema				T4	
<b>CO4</b>	Critically evaluate film text by placing them in broader social and political contexts				T5	
<b>CO5</b>	Display an ability to write and speak about films in various forms				T6	
<b>Module 1</b>	<b>Film as Art</b>				<b>10 Hours</b>	
<ol style="list-style-type: none"> <li>1. Understanding visual language</li> <li>2. Art vs Entertainment vs Business</li> <li>3. Poetics of cinema</li> <li>4. Basic Components of Film (Mise-en-scène, Cinematography, Editing, Sound, etc.)</li> <li>5. Film Terminology</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>a) Ways of Seeing – John Berger</li> <li>b) The Language of Cinema – Satyajit Ray</li> <li>c) Film Art – David Bordwell &amp; Kristin Thompson</li> <li>d) Oxford Dictionary of Film Studies</li> </ol>						
<b>Module 2</b>	<b>History of Cinema</b>				<b>10 Hours</b>	

<ol style="list-style-type: none"> <li>1. Technology</li> <li>2. Cinematic conventions</li> <li>3. Evolution of film industry</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>a) The Invention of Cinema – Stephen Neale</li> <li>b) Film and Media: A Chronology – <i>From How to Read a Film</i> by James Monaco</li> </ol>		
<b>Module 3</b>	<b>Approaches to the Study of Cinema</b>	<b>15Hours</b>
<ol style="list-style-type: none"> <li>1. Form and Narrative</li> <li>2. Semiotics</li> <li>3. Genre</li> <li>4. Auteur Theory</li> <li>5. Ideology, Identity &amp; Representation</li> <li>6. Cultural Studies</li> </ol> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>a) The Beginnings of Film Narrative: D.W. Griffith's <i>The Birth of a Nation</i> - From <i>Closely Watched Trains</i>_ <i>An Introduction to the Art of Narrative Film</i> by Marilyn Fabe</li> <li>b) <i>On the Impression of Reality in the Cinema</i> – Christian Metz</li> <li>c) Peter Wollen, 'The Auteur Theory' From: <i>Signs and Meanings in the Cinema. The Photoplay</i> - Hugo Munsterberg</li> </ol>		
<b>Module 4</b>	<b>Cinema and Society</b>	<b>15 Hours</b>
<ol style="list-style-type: none"> <li>1. Indian Popular Cinema</li> <li>2. Hollywood <ol style="list-style-type: none"> <li>a) <i>Indian Cinema: A Very Short Introduction</i> – Ashish Rajadhyaksha</li> <li>b) <i>The Popular Hindi Film: Ideology and First Principles</i> – Ashis Nandy</li> <li>c) <i>The Great Indian Rape-Trick (On Bandit Queen)</i> – Arundhati Roy</li> <li>d) <i>The Classical Hollywood Cinema</i> – David Bordwell, Janet Staiger &amp; Kristin Thompson</li> <li>e) <i>The Woman's Film</i> - Molly Haskell</li> <li>f) <i>Hollywood's Racial Politics</i> – Maryann Erigha</li> </ol> </li> </ol>		
<b>Module 5</b>	<b>Writing and Speaking about Cinema</b>	<b>10 Hours</b>
<ol style="list-style-type: none"> <li>1. Film Criticism – Roger Ebert, Pauline Kael</li> <li>2. Film Essay – From Criterion Collection</li> <li>3. Video Essay – <i>Every Frame a Painting</i></li> </ol>		
<b>Self-Learning Topics:</b>		
	Key terms	
	History of film technology	
	Video essays	
<b>Skill Development:</b>		
1	Film analysis	
2	Critical thinking	
3	Writing skills	
4	Presentation skills	
<b>Books for Reference:</b>		

1	<i>Bill Nichols - Engaging Cinema_ An Introduction to Film Studies-W.W. Norton &amp; Company, Inc. (2010)</i>
2	<i>David Bordwell, Janet Staiger, Kristin Thompson - The Classical Hollywood Cinema -Routledge (1998)</i>
3	<i>Film Art An Introduction, 12th Edition David Bordwell</i>
4	<i>Film, Cinema, Genre: The Steve Neale Reader- Steve Neale</i>
5	<i>Geoffrey Nowell-Smith - The Oxford History of World Cinema- Oxford University Press, USA (1997)</i>
6	<i>How To Read A Film by Monaco, James</i>
7	<i>Introduction to Film Studies Fifth edition Edited by Jill Nelmes</i>
8	<i>Marilyn Fabe - Closely Watched Films_ An Introduction to the Art of Narrative Film Technique-University of California Press (2014)</i>
9	<i>Mark Jancovich (Editor)_ Joanne Hollows (Editor)_ Peter Hutchings (Editor) - The Film Studies Reader-Arnold (2000) (2)</i>
10	<i>Satyajit Ray - Our Films, Their Films-Hyperion (1994)</i>

**Mapping of CO and PO**

CO/PO	PO 1	P O2	PO 3	P O4	P O5	P O6	PO 7	P O8	P O9	PO 10	PO 11	PO12
CO1	H					M					L	
CO2	H				M							L
CO3	H				M						L	
CO4				H	M						L	
CO5				H	M						L	

Department of English BA (English & Psychology)						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
VI	A1 22 SB 601	Research Methodology	45 hrs.	SEC- SB	3	3
<b>Course Objectives</b>	This course aims to introduce students to a variety of research methods in literary studies. It will familiarize students with the research process and provide an overview of documenting, formatting, and referencing according to major research style guides, such as MLA and APA. This course will help students produce a research paper that aligns with the provided guidelines.					
<b>Course Outcomes</b>						<b>T Levels</b>
<b>CO1</b>	Be able to apply the knowledge gained in order to conduct research in a field of their interest.					T3
<b>CO2</b>	Critically evaluate material and extract that which furthers their research topic.					T5
<b>CO3</b>	Produce a research paper in keeping with the research inputs given in the course.					T6
<b>Module 1</b>	<b>Introduction: Research Design</b>					<b>15 Hours</b>
<ol style="list-style-type: none"> <li>1. Research Problem, Objectives, Literature Review, Method, Methodology, Theoretical Framework, Analysis, Conclusion Research</li> <li>2. Research Methods approaches in English Studies (Excerpts) -Gabriele Griffin</li> </ol>						
<b>Module 2</b>	<b>Research Ethics and Practices</b>					<b>15 Hours</b>
<ol style="list-style-type: none"> <li>1. Research Ethics</li> <li>2. Research Writing &amp; Publications</li> <li>3. Tools for Qualitative Research</li> <li>4. Referencing and Formatting <ul style="list-style-type: none"> <li>• MLA</li> <li>• APA</li> <li>• Any other</li> </ul> </li> </ol>						
<b>Module 3</b>	<b>Reading and Writing Sessions</b>					<b>15 Hours</b>
<ol style="list-style-type: none"> <li>1. Research Writing</li> <li>2. Library</li> <li>3. Conferences/Seminar</li> </ol>						
<b>Self-Learning Topics:</b>						
1	Textual Analysis as a Research Method- Carolyn Steedman					
2	The Uses of Ethnographic Methods in English Studies- Rachel Alsop					
3	The Spirit of Scholarship - Richard D. Altick, The Art of Literary Research					

<b>Skill Development &amp; Assessments:</b>												
1	Research Paper Presentation & Publication – (No Summative evaluation)											
2	Minimum one Conference/ symposium/Seminar participation											
<b>Books for Reference:</b>												
1	Research Design: Qualitative, Quantitative, and Mixed Methods Approaches by John W. Creswell											
2	Literacy Research Methodologies by Marla H. Mallette, Nell K. Duke											
3	The Craft of Research, Third Edition by Wayne C Booth											
4	Introducing Research Methodology: A Beginner's Guide to Doing a Research Project by Uwe Flick											
5	The essential guide to doing research by Zina O'Leary											
<b>Mapping of CO and PO</b>												
<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
CO1			H	M						L		
CO2			M	H						L		
CO3			H	M						L		



Department of Psychology B.A. (English & Psychology)						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per Week	Credits
VI	AI 22 MCT 601	Organisational Psychology	60 Hours	Major Core Theory	4 Hours	4
<b>Course Objectives</b>	The course aims to develop a theoretical understanding among learners about the structure and behaviour within organizations of individuals and their interpersonal influence using various theories and techniques.					
<b>Course Outcomes</b>						<b>T Levels</b>
<b>CO1</b>	Relate the meaning, scope, history, implications and applications of organizational behavior, culture.					T4
<b>CO2</b>	Examine the influence of organizational behavior, manpower planning, and employee training in the workplace.					T3
<b>CO3</b>	Determine the implications of Group behavior towards leadership and its styles in the context of organizational psychology.					T5
<b>CO4</b>	Evaluate the implications of motivation, attitude formation and employee engagement in the organization.					T5
<b>CO5</b>	Illustrate the role of stress and conflict on organizational change, ways to implement wellbeing at work.					T2
<b>Module 1</b>	<b>Introduction to Organizational Psychology</b>					<b>12 Hours</b>
<p>Organization, Organizational behaviour and Organizational Psychology: Meaning, Definition, goals, characteristics, scope and Limitation- Disciplines to Organizational psychology</p> <p>Organizational Psychology at Work: Industry and Organization - History and Development: Time &amp; Motion studies, Hawthorne Studies -Ethics at the workplace: Importance of workplace ethics, work ethic traits, factors influencing workplace ethics -Organizational Culture and climate: Characteristics of cultures, measuring organizational culture and climate.</p>						
<b>Module 2</b>	<b>Employee Selection, Training and Practices</b>					<b>12 Hours</b>
<p>Hiring: Referral hiring, hiring process-Recruitment process: sources for recruiting, types of recruitment, recruiter characteristics- Selection process: Techniques - Biographical information (application blanks and bio-data inventories), Interviews (types of interviews, impression management and Interviewer's judgments), References and letter of recommendation, Assessment centers), Inbasket Technique and Leaderless group discussion- Competency mapping</p> <p>Training and development: Training content, methods- on-the-job and off-the-job training, evaluation of effectiveness- Implications for managers</p> <p>Diversity, equity and inclusion in organizations: prejudice, discrimination, stereotyping, stigma, intersectionality and culture- Diversity management: diversity and inclusion policies in India-Accessible workplaces</p>						

<b>Module 3</b>	<b>Leadership and Group Dynamics</b>	<b>12 Hours</b>
<p>Leadership: Meaning, nature, traits of effective leaders, styles of leadership-Influence and Power-Pygmalion effect and diversity issues in management</p> <p>Group Dynamics: team and team building, ingredients of effective teams, team building process, specific issues and skills helpful in team building, Characteristics of high- performance teams, self-managing teams and virtual teams -Organizational Change – Change at work, Resistance to change, and change management strategies- Organizational Development (OD): Meaning, Characteristics- Organizational Development process- Emerging trends in OD.</p>		
<b>Module 4</b>	<b>Motivation, Attitude and Employee Engagement</b>	<b>12 Hours</b>
<p>Motivation: Meaning and definition- Intrinsic and extrinsic motivation- Motivation Models: Human needs theory, hierarchy of needs, two factor model, ERG model and comparison of the Maslow, Herzberg, and Alderfer models- Motivation and performance</p> <p>Attitude: Meaning and definition, components of attitude- Effects of employee attitude- Attitude formation - Attitude Measurement.</p> <p>Employee engagement- meaning, job satisfaction and commitment, employee engagement strategies- Employee retention.</p>		
<b>Module 5</b>	<b>Workplace Wellbeing Practices</b>	<b>12 Hours</b>
<p>Stress management: Meaning of stress, types, sources of stress at work- Consequences of work stress and impact on job satisfaction, performance, and morale-Building psychologically healthy workplaces-employee empowerment, engagement, development and recognition, creating respectful workplaces</p> <p>Wellbeing at work- Individual and group strategies for effective stress management and employee wellbeing at work, Wellbeing initiatives- services such as Employee Assistance Programs (EAP)- Change management-kinds of change, identification and implementation of change, resistance to change and overcoming resistance to change.</p>		
<b>Self-Learning Topics:</b>		
1	Analysis about case studies of effective leadership styles (e.g., transformational, transactional) in organizations.	
2	Research factors that shape organizational climate and their impact on employee satisfaction.	
3	Read about different conflict resolution techniques and their effectiveness in various organizational contexts.	
<b>Skill Development:</b>		
1	Conduct a Survey on resistance to changing policies in the Banking Sector/ theIT Sector and make a report of your understanding.	
2	Undertake a study to find out the various non-financial incentives used to motivate employees in a company make a presentation of your findings.	
3	Analyze the current diversity and inclusion trends, policies in any two organizations. Write a report on it.	
4	Analyze the organizational culture and climate prevailing in the BPO industry. Make a presentation of the same in class.	

5	Create a workshop proposal outlining the need for effective organizational communication backed up by a case study.
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**Books for Reference:**

1	<i>Schultz, D. P., &amp; Schultz, E. S. (2016). *Psychology &amp; work today* (8th ed.). Pearson Education Inc. &amp; Dorling Kindersley Publishing Inc.</i>
2	<i>Newstrom, J. W. (2018). Organizational behavior: Human behavior at work (12th ed.). Tata McGraw-Hill Publishing Company Limited.</i>
3	<i>Day, A., Kelloway, E. K., &amp; Hurrell, J. J. (Eds.). (2014). Workplace well-being: How to build psychologically healthy workplaces. Wiley Blackwell.</i>
4	<i>Reddy, H. R., &amp; Appaniah. (2017), Organizational Behavior (1st ed.), Himalaya Publishing House.</i>
5	<i>Robbins, S. (2015), Organizational Behavior (16th ed.), Pearson Education.</i>
6	<i>Ashwathappa, K. (2016), Organizational Behavior (12th ed.), Himalaya Publishing House.</i>
7	<i>Luthans, F. (2010), Organizational Behavior (12th ed.), McGraw-Hill Education.</i>
8	<i>Subha Rao, P. (2010), Management and Organizational Behavior (3rd ed.), Himalaya Publishing House.</i>
9	<i>Davis, K. (2007), Human Behavior at Work (8th ed.), McGraw-Hill Education.</i>

**Mapping of CO and PO**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H			M								
CO2		H					M					
CO3							M					
CO4					M		H					
CO5					L		H					



CO1		L	H	M								
CO2		M	H	L								

**Department of Psychology  
B.A. (English & Psychology)**

Semester	Course Code	Course Title	Course Duration	Course Type	Credits
VI	A1 22 MC T 601	ABNORMAL PSYCHOLOGY – II (Theory)	60 Hours	Major Core Theory	4
<b>Course Objectives:</b>	The course aims to familiarize students with major psychological disorders, their symptoms, causes, and treatments. It focuses on understanding various models of abnormal behaviour and developing a comprehensive perspective on mental health, while critically analyzing diagnostic criteria from DSM-5 and ICD-11. Additionally, the course explores contemporary research on mental health, prevention strategies, and therapeutic interventions.				
<b>Course Outcomes</b>					<b>T Levels</b>
<b>CO1</b>	Describe and differentiate between different psychological disorders and their symptoms.				T2
<b>CO2</b>	Demonstrate understanding of treatment approaches and therapeutic interventions for various psychological disorders.				T2
<b>CO3</b>	Apply theoretical knowledge to case studies and develop basic diagnostic reasoning skills.				T3
<b>CO4</b>	Analyze the diagnostic processes and categorize mental disorders using established criteria like DSM-5.				T4
<b>CO5</b>	Evaluate the biological, psychological, and social factors contributing to mental disorders.				T5
<b>Module 1</b>	<b>Somatic Symptom Related and Dissociative Disorders</b>				<b>12 Hours</b>
Somatic Symptom Disorder: Meaning, symptoms, impact, management and treatment; Illness Anxiety Disorder - Conversion Disorder Dissociative Disorders: Meaning, symptoms, impact, management and treatment- Depersonalization- Derealization Disorder - Dissociative Amnesia -Dissociative Identity Disorder					
<b>Module 2</b>	<b>Sexual Disorders</b>				<b>12 Hours</b>
Paraphilic Disorders –meaning, clinical symptoms, impact; Fetishistic Disorder - Voyeuristic and Exhibitionistic Disorders -Transvestic Disorder - Sexual Sadism and Sexual Masochism Disorders -Pedophilic Disorder, Gender Dysphoria					
<b>Module 3</b>	<b>Addiction Related Disorders</b>				<b>10 Hours</b>
Substance abuse: meaning, classification of substances, effects- Tolerance- Dependence – Addiction: meaning- Types of addiction: substance addictions (Alcohol, Nicotine, Drug, caffeine); behavioral addictions (gambling, food, Social media, Internet and gaming)- Withdrawal symptoms-Psychoactive drugs: Meaning – types, treatment modalities					
<b>Module 4</b>	<b>Neurocognitive Disorders</b>				<b>12 Hours</b>
Meaning of neurocognitive disorders- Delirium - Parkinson’s Disease - Huntington’s Disease - Alzheimer’s Disease- Amnestic Disorder; Traumatic Brain Injury- Management and treatment of neurocognitive disorders					
<b>Module 5</b>	<b>Therapeutic Interventions</b>				<b>14 Hours</b>

Psychotherapy: meaning, types- Psychiatric formal assessments: meaning, types in a clinical setting - Therapeutic interventions: meaning, types-Evidence Based Therapy- Psychosocial Approaches: meaning, types-Behavior Therapy -Cognitive therapy and Cognitive-Behavioral Therapy- Humanistic-Experiential Therapies -Psychodynamic Therapies; Biological and medical approaches -Professional ethics, formal referrals and clinical assessments by subject experts- Self-diagnosis of psychiatric disorders

**Skill Development:**

1	Conduct a case study analysis focusing on the diagnostic criteria and treatments for a specific psychological disorder.
2	Create a mental health awareness campaign based on the understanding of symptoms and treatment of disorders.
3	Analyze research papers on the latest developments in the field of abnormal psychology and present findings.

**Books for Reference:**

1	<i>Carson, R. C., Butcher, J. N., Mineka, S., &amp; Hooley, J. M. (2021). Abnormal psychology (18th ed.). Pearson Education.</i>
2	<i>Kring, A.M., Johnson, S.L., Davison, G., &amp; Neale, J. (2014). Abnormal psychology. Danvers, MA: Wiley.</i>
3	<i>Barlow, D. H., &amp; Durand, V. M. (2017). Abnormal psychology: An integrative approach (8th ed.). Wadsworth Cengage Learning.</i>
4	<i>Halgin, R.P., &amp; Whitbourne, S.K. (2014). Abnormal psychology: clinical perspectives on psychological disorders, DSM-5 update. (7th Ed.). New York: McGraw-Hill Education.</i>
5	<i>World Health Organization. (2008). ICD-11: International statistical classification of diseases and related health problems (11th Rev. ed.). New York, NY: Author.</i>
6	<i>American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders (5th ed., text revision). Washington, DC: Author</i>

**Mapping of CO and PO:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CO1	H			L							
CO2			H	M							
CO3				H	M						
CO4			M	H	L						
CO5		L	H	M							