

St. Joseph's College of Commerce

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

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

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



BA (English, Communicative English & Psychology)

Semester II

BA Syllabus for the Batch of 2024-25

For the Academic Year 2024-25

B. A. (Communicative English, 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 (Communicative English, 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 Communication, 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.

III. B.A. (Communicative English, English, & Psychology) Programme Matrix

Credit Matrix as per State Education Policy Academic Year 2024-25

BA (COMMUNICATIVE ENGLISH, ENGLISH & PSYCHOLOGY)							
Category/Semester	I	II	III	IV	V	VI	Total Credits
PART A: LANGUAGES							
Languages 4 Hrs - 3 Crs	Language I	Language I	Language I	Language I	-	-	
	Language II	Language II	Language II	Language II	-	-	
Part A Credits	6	6	6	6			24
PART B: DISCIPLINE SPECIFIC CORE & ELECTIVE COURSES							
Major 1 English Literature (5 Crs)	Introduction to Literature (5 Crs)	British Literature (5 Crs)	Indian Writing in English (5 Crs)	Indian Writing in Translation (5 Crs)	5 Crs	5 Crs	
Major 2 Communicative English (5 Crs)	Introduction to Language & Linguistics (5 Crs)	Linguistics and Communication 5 Crs	5 Crs	5 Crs	5 Crs	5 Crs	
Major 3 Psychology (5Crs)	Foundation of Psychology I 5 Crs	Foundation of Psychology II 5 Crs	5 Crs	5 Crs	5 Crs	5 Crs	
Major Core Electives	-	-	-	-	Elective 1 (5Crs)	Elective2 (5 Crs)	
Part B Credits	15	15	15	15	20	20	80
PART C: SKILL ENHANCEMENT COURSES/ACTIVITIES							
Skill Based Courses/Activities	Reading and Writing Workshop I (2 Crs)	Reading and Writing Workshop II (2Crs)	Project (2Crs)	SEC (2Crs)	SEC (2Crs)	SEC (2Crs)	
					Research Methodology (2Crs)	Internship (2 Crs)	
						Research Project (2Crs)	
Value Based Activities		Extra-Curricular Activities 1 Cr	-	Extra-Curricular Activities 1 Cr	-	Extension Activities 1 Cr	
Part C Credits	2	3	2	3	4	7	21
PART D: COMPULSORY COURSES							
Foundation/Compulsory Courses	Constitutional Values I 2 Crs	Constitutional Values II 2 Crs	-	-	-	-	
	Psychological Wellbeing 1 Cr						
Part D Credits	3	2					5
Total Credits	26	26	23	24	24	27	150

B.A. (Communicative English, English, & Psychology) Programme

COURSE STRUCTURE SEMESTER – I SEMESTER – I

Course Code	Title of the Course	Category	Lecture Hours per week	Credits	CIA	ESE	Marks
A1 24 GE 101	General English	Language 1	3	3	20	80	100
A1 24 KN 101	Kannada	Language 2	3	3	20	80	100
A1 24 HN 101	Hindi						
A1 24 AE 101	Additional English						
A1 24 MC 101	Introduction to Literature	Major Core	5	5	20	80	100
A1 24 MC 102	Introduction to Language and Linguistics	Major Core	5	5	20	80	100
A1 24 MCT 103	Foundations of Psychology I (Theory)	Major Core (Theory)	4	3	20	80	100
A1 24 MCP 103	Foundations of Psychology I (Practical)	Major Core (Practical)	2	2	-	50	50
A1 24 SB 101	Reading and Writing Workshop 1	Skill Based Course	2	2	20	30	50
UG 24 FC 101	Psychological Wellbeing	Compulsory course	1	1		25	25
UG 24 CC 101	Constitutional Values I	Compulsory course	2	2		50	50
Total credits				26	120	555	675

COURSE STRUCTURE
SEMESTER – II

Course Code	Title of the Course	Category	Lecture Hours per week	Credits	CIA	ESE	Marks
A1 24 GE 201	General English	Language 1	3	3	20	80	100
A1 24 KN 201	Kannada	Language 2	3	3	20	80	100
A1 24 HN 201	Hindi						
A1 24 AE 201	Additional English						
A1 24 MC 201	British Literature	Major Core	5	5	20	80	100
A1 24 MC 202	Linguistics and Communication	Major Core	5	5	20	80	100
A1 24 MCT 203	Foundations of Psychology II (Theory)	Major Core (Theory)	4	3	20	80	100
A1 24 MCP 203	Foundations of Psychology II (Practical)	Major Core (Practical)	2	2		50	50
A1 24 SB 201	Reading and Writing Workshop 2	Skill Based Course	2	2	20	30	50
UG 24 VB 201	Extra-curricular	Value Added Activity	1	1		25	25
UG 24 CC 201	Constitutional Values II	Compulsory Course	2	2		50	50
Total credits				26	120	555	675

Department of English						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Perweek	Credits
II	A1 24 MC 201	British Literature	75 hours	Major Core	4 Hours + 1 Hr (Tutorial)	5
Course Objectives:	<p>To familiarize students with key British literary works from the medieval period to the 20th century, focusing on representative texts from each era.</p> <p>To enable students to analyze historical, cultural, and philosophical contexts that shaped British literature, including political, religious, and social changes.</p> <p>To develop critical reading and interpretation skills through the close reading of poetry, drama, and prose from different literary periods.</p> <p>To explore diverse literary genres and styles, ranging from epic poetry and metaphysical poetry to satire, romanticism, and modernism.</p> <p>To engage with literary theory and criticism to deepen understanding of the texts and encourage original, thoughtful analysis.</p> <p>To cultivate writing and research skills, equipping students to construct well-supported arguments on literary topics.</p>					
Course Outcomes						T Levels
CO1	Demonstrate a comprehensive understanding of British literary history , identifying major authors, works, and movements from the medieval period to the 20th century.					T2,T1
CO2	Critically analyze and interpret key texts , recognizing their thematic, stylistic, and formal elements, and placing them in their historical and cultural contexts.					T4
CO3	Articulate the influence of social, political, and philosophical shifts on the development of British literature					T2,T4
CO4	Compare and contrast different literary movements and genres , such as metaphysical poetry, Romanticism, and modernism, identifying how they reflect changes in society and thought.					T4
CO5	Produce well-organized written and oral presentations that demonstrate critical thinking, clear argumentation, and the use of supporting evidence from both primary texts and secondary criticism.					T6
CO6	Engage with major literary theories and apply them in the analysis of British literature, using critical approaches to enhance their interpretation.					T3,T4
CO7	Conduct independent research on British literature topics, utilizing scholarly resources to support insights and analysis.					T3,T6
Module 1	Early English to Renaissance (1300 - 1650)					15 Hours

Themes: <ul style="list-style-type: none"> • Medieval Literature – Interconnecting the sacred and the secular; the ideas of morality through the lens of social hierarchy • The rise of Renaissance humanism - Political and religious transformation and their influence on literature. • The emergence of metaphysical poetry. Readings: <ul style="list-style-type: none"> • Geoffrey Chaucer – The Canterbury Tales: General Prologue and selected tales (Wife of Bath’s Tale, The Pardoner's Tale). • William Shakespeare – Measure for Measure • Christopher Marlowe – Doctor Faustus • John Donne – The Canonization, Holy Sonnets Extended Reading: <ul style="list-style-type: none"> • Seamus Heaney - Beowulf • Cædmon's Hymn • Sir Gawain (Anonymous) • Queen Elizabeth I – Speech to the Troops at Tilbury • Edmund Spenser – The Faerie Queene (selections) • George Herbert – The Collar 		
Module 2	Restoration Era (1650–1700)	10Hours
Themes: <ul style="list-style-type: none"> • Restoration Era - The Puritan rule, Milton’s role during the puritan period and after the puritan role • Political and religious tensions post-Civil War and their impact on literature. • The rise of closet drama and scientific inquiry. Readings <ul style="list-style-type: none"> • John Milton – Paradise Lost (Books I & IX) • Margaret Cavendish – The World of Atomes • John Bunyan - The Pilgrim's Progress 		
Module 3	Augustan Age and Early Romantic Period (1700–1800)	12Hours
Themes: <ul style="list-style-type: none"> • Satire, reason, and empiricism in the Age of Enlightenment • The beginnings of the novel and pre-Romantic sensibility Readings <ul style="list-style-type: none"> • Jonathan Swift – Modest Proposal • Samuel Johnson – The Vanity of Human Wishes • Thomas Gray – Elegy Written in a Country Churchyard • Alexander Pope – The Rape of the Lock or Essay on Man • William Blake – Tyger Extended Reading: <ul style="list-style-type: none"> • Daniel Defoe – Robinson Crusoe (independent reading) • Jonathan Swift – Gulliver’s Travels (selections) 		
Module 4	The Romantic Period (1785–1830)	11Hours

Themes <ul style="list-style-type: none"> • Romantic responses to political, social, and industrial revolutions. • Focus on nature, the individual, and imagination. Readings <ul style="list-style-type: none"> • William Wordsworth – Lucy Poems • John Keats – Ode on a Grecian Urn, Ode to a Nightingale • Percy Bysshe Shelley – Ode to the West Wind • Lord Byron – Don Juan (Extracts) Extended Reading <ul style="list-style-type: none"> • The Roots of Romanticism by Isiah Berlin. 1999.(Introduction) • Mary Wollstonecraft – A Vindication of the Rights of Woman (Introduction) • Samuel Taylor Coleridge – The Rhyme of the Ancient Mariner 		
Module 5	The Victorian Age (1830–1901)	12Hours
Themes <ul style="list-style-type: none"> • Social reform, industrialization, and imperialism in Victorian literature. • The rise of the novel and changing representations of gender. Readings <ul style="list-style-type: none"> • Charles Dickens – Oliver Twist (selections) • Elizabeth Barrett Browning – Sonnets from the Portuguese (How Do I Love Thee?) • Matthew Arnold – Dover Beach • Mary Shelley – Frankenstein • Emily Brontë – Wuthering Heights Extended Reading <ul style="list-style-type: none"> • Isobel Armstrong – Victorian Poetry, Poetics and Politics. 1993. • John Ruskin – Unto This Last (selections) • Alfred Lord Tennyson – The Lady of Shalott, Ulysses 		
Module 6	The Twentieth Century and After	15Hours
Themes: <ul style="list-style-type: none"> • Responses to modernism, war, and technological change in 20th-century literature. • The evolution of modernist and postmodernist movements. Readings <ul style="list-style-type: none"> • James Joyce – Araby from Dubliners • T. S. Eliot – The Love Song of J. Alfred Prufrock, Wasteland • W. B. Yeats – The Second Coming; When You Are Old • Virginia Woolf – Room of one’s own (selections) • Harold Pinter – The Birthday Party 		
Self-Learning Topics:		
1	Historical and Cultural Contexts of British Literary Movements	
2	The Evolution of the English Language in Literature	
3	Literary Genres and Their Development	
4	Romanticism and Responses to Industrialization	
5	The Rise of the Novel and Its Social Commentary	
6	Satire in British Literature	
7	The Metaphysical Poets and Their Themes	

8	Victorian Literature and Social Reform
9	Modernism and Postmodernism in British Literature
10	Colonial and Postcolonial Themes in British Literature
11	Feminist Criticism and Gender in British Literature
12	Intertextuality and Influence in British Literature
13	Themes of War and Conflict
14	Study the psychological impact of war and disillusionment in modernist literature.
15	Myth, Legend, and Folklore in British Literature
16	The British Literary Canon and Its Critics

Skill Development:

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>Rumrich, John. Milton Unbound: Controversy and Reinterpretation. (Cambridge University Press, 1998)</i>
2	<i>Battigelli, Anna. Margaret Cavendish and the Exiles of the Mind. (University Press of Kentucky, 1998)</i>

Mapping of CO and PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	H		H	H					H		
CO2	H	H		H	H							
CO3	H	H		H	H							
CO4	H	H		H	H					H		
CO5	H	H	L	H	H							
CO6	H	H		H	H							
CO7	H	H	H	M	M					H		

Department of English Linguistics and Communication						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
II	A1 24 MC 202	Linguistics and Communication	75hours	Major Core	4 Hours + 1 Hr (Tutorial)	5
Course Description	This course is designed to continue the discussions on varied aspects of English language and linguistics initiated in semester I with the introductory course on English language and linguistics. It intends to help students advance their understanding of concepts, approaches, and forms in English linguistics. Significantly, the course will also discuss how the aforementioned skills can be employed to enhance ways of self-expression and forms of communication.					
Course Objectives:	To introduce new approaches, concepts, and forms in English linguistics To create opportunities for students to enhance ways of self-expression To develop advanced linguistic skills to improve ways of communication To explore the structure and organization of language at different levels To discuss how varied levels of linguistic competency influence language acquisition					
Course Outcomes						T Levels
CO1	To develop an understanding of diverse approaches, concepts, and forms in English linguistics					T5
CO2	To apply the understanding of linguistic features to articulate their thoughts					T3
CO3	To Use a wide range of linguistic skills in different forms of communication					T3
CO4	To construct complex sentence structures employing advanced linguistic characteristics					T5 and T3
CO5	To identify how varied levels of linguistic competency influence language acquisition					T5
Module 1	Approaches to Linguistic Study					15Hours
Concepts: <ul style="list-style-type: none"> • Functionalism • Formalism • Structuralism • Cognitivism • Indian Linguistics 						
Module 2	Sociolinguistics and Applied Linguistics					15 Hours

Concepts:		
<ul style="list-style-type: none"> • Universal Grammar • Language Variation • Sociolects and Dialects • Code-Switching • Language Attitudes • Language and Identity • Language Change • Multilingualism 		
Module 3	Concepts in Linguistics	12 Hours
Concepts:		
<ul style="list-style-type: none"> • Creole • Pidgin • Dialect • Idiolect • Lexicology • Orthography • Syllable • Phoneme • Ambiguity • Allophone • Intonation • Consonant cluster 		
Module 4	Pragmatics: The Study of Language Use and Communication	13 Hours
Concepts		
<ul style="list-style-type: none"> • The Message Model of Linguistic Communication • The Inferential Model of Linguistic Communication • Discourse and Conversation • Performatives • Speech Acts • Meaning, saying and implicating 		
Module 5	Psychology of Language: Speech Production and Comprehension	10 Hours
Concepts		
<ul style="list-style-type: none"> • Psycholinguistics • Performance Models • Speech Comprehension • Language Comprehension 		
Module 6	Language and the Brain	10 Hours
Concepts		
<ul style="list-style-type: none"> • Neurolinguistics • Is Language Localized in the Brain • How Does the Brain Encode and Decode Speech and Language 		
Self-Learning Topics:		

Department of English BA (Communicative English, English & Psychology)						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
II	A1 24 SB 201	Reading and Writing Workshop 2	30 hours	Skill Based Course	2	2
Course Objectives	<p>This course views academic reading and writing as a process of entering into a conversation, a response to what others have said about academic or social issues. It attempts to help students develop skills to enhance reading and writing, especially for academic purposes. The modules of the course explore different levels of reading and writing. The lectures and activities will facilitate learning and fine-tuning of skills such as interpreting a text, identifying arguments from a text and responding to it, developing arguments, summarising, note-making, quoting, referencing, and writing short and long articles, book and film reviews, literary essays appreciating prose, poetry and writing style of select authors. Overall, the course will enable students to understand, engage, and participate in social and academic debates.</p> <p>This course is designed drawing ideas from three seminal books in the field of academic reading and writing – <i>They Say I Say: The Moves that Matter in Academic Writing</i> by Gerard Graff and Cathy Birkenstein, <i>Elements of Style</i> by William Strunk, Jr. and E.B. White, and <i>How to Read a Book</i> by Mortimer J Adler and Charles Van Doren. Course Objectives</p> <ul style="list-style-type: none"> • To understand different levels of academic reading and writing • To develop the skills, such as inspectional reading, systematic skimming, scanning, summarising, note-making, quoting, identifying and developing arguments, and referencing • To become familiar with diverse styles of writing and develop an independent writing style • To enable students write academic articles and essays 					
Course Outcomes						T Levels
CO1	Understand different levels of academic reading writing					T2
CO2	Develop skills needed for effectively engaging in academic reading and writing					T3
CO3	Develop an independent writing style					T4
CO4	Write academic articles and essays					T6
Module 1	“Tying It All Together” (from the book “They Say, I Say”)					15 Hours

Chapter Eight: "As A Result" Connecting The Parts Chapter Nine: "Ain't So / Is Not" Academic Writing Doesn't Mean Setting Aside Your Own Voice Chapter Ten: "In Other Words" The Art Of Met commentary												
Module 2		An Approach to Style (from Elements of Style)									15 Hours	
<ol style="list-style-type: none"> 1. Place yourself in the background 2. Write in a way that comes naturally 3. Work from a suitable design 4. Write with nouns and verbs 5. Revise and rewrite 6. Do not overwrite 7. Do not overstate 8. Avoid the use of qualifiers 9. Do not affect a breezy manner 10. Use orthodox spelling 11. Do not explain too much 12. Do not construct awkward adverbs 13. Make sure the reader knows who is speaking 14. Avoid fancy words 15. Do not use dialect unless your ear is good 16. Be clear 17. Do not inject opinion 18. Use figures of speech sparingly 19. Do not take shortcuts at the cost of clarity 20. Avoid foreign languages 21. Prefer the standard to the offbeat. 												
Self-Learning Topics:												
1		Elementary Principles Of Composition (from Elements of Style)										
2		A Few Matters Of Form (from Elements of Style)										
3		Words And Expressions Commonly Misused (from Elements of Style)										
Skill Development:												
1		Reading skills										
2		Writing skills										
Books for Reference:												
1.		<i>William Strunk, E. B. White - The Elements of Style -Longman (1999)</i>										
2.		<i>Gerald Graff, Cathy Birkenstein. - "They Say I Say" _ The Moves That Matter in Persuasive Writing-W. W. Norton & Company (2007) (1)</i>										
Mapping of CO and PO												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M								L		
CO2	H		M							L		
CO3	H			M						L		
CO4	H			M	L							

Department of Psychology
B.A. (Communicative English, English, & Psychology)

Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Perweek	Credits
II	A1 24 MCT 203	Foundations Of Psychology - II (Theory)	60 Hours	Major Core Theory	4 Hours	4
Course Objectives	To introduce students to the fundamental concepts, theories, and standardized assessments in psychology, fostering a foundational understanding of human behavior, mental processes, and the application of psychological principles in everyday life.					
Course Outcomes						T Levels
CO1	Explain the basic concepts, theories and principles of psychology relating to emotions, and emotional intelligence					T2
CO2	Use the knowledge gained about motivation to describe, explain and predict behavior in themselves and others					T3
CO3	Apply the concepts, theories and assessment of intelligence					T3
CO4	Demonstrate the skills of cognition through concept formation, creativity, and problem solving					T5
CO5	Integrate the knowledge from the different aspects of personality into a coherent framework					T5
Module 1	Theory of emotions and application					12 Hours
Meaning and definition: Classification of emotions - primary and secondary; Responses to emotions - physiological, behavioral, psychological, and cognitive-Theories of emotions: Physiological, neurological, cognitive- Emotional Intelligence: Meaning, components and application.						
Module 2	Concepts and frameworks of Motivation					12 Hours
Motivation: Meaning, definition, and basic concepts-Understanding Instincts, needs, drives, incentives and motivational cycle-Approaches to motivation: Psychoanalytical, ethological, Stimulus Response (S-R), cognitive, humanistic- Biological motives: Hunger, thirst, sleep, and sex-Social motives: Achievement, affiliation and approval.						
Module 3	Models, theories and assessment of Intelligence					12 Hours
Meaning, definition, and characteristics of intelligence- Types of intelligence: Social, crystallized, emotional, fluid- Theories of intelligence: Factor theories, hierarchical theories, process-oriented theories, information-processing theories- Enhancing gifted children-Assessment of intelligence: Indian tests of Intelligence, Intelligence Quotient (IQ)						
Module 4	Development of cognitive processes and decision making					12 Hours
Introduction to cognition, thinking, and problem-solving processes-Elements and types of thinking - Creative and critical thinking- Concept formation - Meaning, importance, and process- Reasoning and decision-making-Problem-solving: Steps and obstacles.						
Module 5	Personality evolution, growth and development					12 Hours
Meaning and Definitions of Personality-Factors Influencing the Development of Personality-Theories of Personality: Psychoanalytic Theory - Freud & Jung; Socio-Cognitive Theory Bandura; Humanistic Theory - Carl Rogers; Trait Theories - Eysenck, Cattell, Big Five theory; Triguna Perspective of Personality-Assessment of Personality: Self Report -Questionnaires/Inventories, Projective Tests,						

Behavioral Assessments.												
Skill Development:												
1	Use any of the theories of personality to evaluate your own personality. Present your findings as a chart or a report.											
2	Choose any of the concepts covered in the syllabus (emotions, motivation, intelligence, personality, thinking and reasoning) and critically evaluate indigenous theories that explain this concept.											
3	Choose a theory relating to problem solving or decision making. Construct a simple experiment to test this theory. Conduct the experiment on a minimum of five people/ five trials. Report your findings.											
Books for Reference:												
1	Feldman, R. S. (1996). Understanding Psychology (4th ed.). Mc Graw-Hill Book Company.											
2	Robert A. Baron and Girishwar Misra. Psychology. 5 th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.											
3	Saundra K Ciccarelli and Glenn Meyer. Psychology. South Asian Edition.											
4	John W. Santrock. Psychology Essentials 2. II Edition (Updated) 2006, McGraw-Hill Publications.											
5	Morgan and King. Introduction to Psychology. 7th Edition, 1986, McGraw-Hill Publications.											
Mapping of CO and PO:												
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	L										
CO2		H	M									
CO3		L	H	M								
CO4				M	H							
CO5		L	H	M								

Department of Psychology B.A. (Communicative English, English, & Psychology)						
Semester	Course Code	Course Title	Course Duration	Course Type	Teaching Hours Per week	Credits
II	A1 24 MC 203P	FOUNDATIONS OF PSYCHOLOGY - II (Practical)	30 Hours	Major Core Practical	2 Hours	2
Course Objective:	To equip students with practical skills in using standardized psychological tools to assess traits such as intelligence, personality, and emotion.					
Course Outcomes:						T Levels:
CO1	Use standardized psychological tools to measure various psychological traits and abilities such as intelligence, personality, motivation, and emotion, interpret and report the results of same.					T1
CO2	Organize and present data using measures of variability.					T3

(Minimum 5 Practical to be conducted) Emotions:

1. Emotional regulation scale
2. Emotional intelligence scale/ questionnaire
3. Oxford happiness scale
4. Fear checklist
5. Positive and Negative affect scale

Motivation:

1. Achievement motivation
2. The Motivation Assessment Scale
3. Power Motive Inventory/Scale
4. Academic Achievement Need Scale
5. Guidance Need Inventory

Intelligence:

1. Standard Progressive Matrices
2. WAIS (Wechsler's adult intelligence Scale)
3. Draw a Man Test
4. SFB (Seguin Form Board)
5. General Mental Ability Test by Jalota
6. BKT (Bayesian Knowledge Tracing) test

Thinking and reasoning:

1. Stroop Effect
2. Test of Creativity
3. Cognitive Style Assessment
4. Concept Formation
5. Problem Solving Ability Test based on Tower of London test

Personality:

1. Eysenck's Personality Questionnaire (Revised)
2. Children's Personality Questionnaire
3. Sixteen Personality Factor Questionnaire
4. NEO Five Factor Inventory
5. Myers Briggs Types indicator

