PRESIDENCY SCHOOL OF LIBERAL ARTS AND SCIENCES

Programme Regulations and Curriculum
2025-2028

BACHELOR OF ARTS (B.A.) in
ENGLISH, PSYCHOLOGY

based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

Regulations No: PU/AC26.20/SOLAS01/LAS/2025-28

Resolution No. 20 of the 26th Meeting of the Academic Council held on 25th July, 2025 and ratified by the Board of Management in its 27th Meeting held on 28th July 2025

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PART A – PROGRAMME REGULATIONS

1. **Vision & Mission of the University and the School / Department**

   1.1 *Vision of the University*

   To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

   1.2 *Mission of the University*

   - Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.

   - Pursue Research and Development and its dissemination to the community, at large.

   - Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.

   - Provide knowledge-based technological support and services to the industry in its growth and development.

   - To impart globally applicable skill sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

   1.3 *Vision Statement of Presidency School of Liberal Arts and Sciences*

   To become a value-based center of academic excellence that cultivates a dynamic learning environment where liberal arts inquiry, psychological understanding, and creative exploration empower students to excel in scholarly discourse and human development.

   1.4 *Mission Statement of Presidency School of Liberal Arts and Sciences*

   Foster the ability to critically interpret, analyze, and articulate complex texts, human behavior, and theoretical ideas within broader cultural, social, and historical frameworks.

   - Strengthen analytical abilities for understanding various forms of human expression, communication, and psychological processes, fostering deeper comprehension of the human experience.

- Prepare students for advancement in higher education, professional careers in humanities and behavioral sciences, and scholarly research endeavors.

- Empower individuals through transformative educational experiences that develop their intellectual, creative, and analytical potential across liberal arts disciplines.

- Foster critical thinking, research skills, ethical reasoning, and global competencies necessary for addressing complex human and societal challenges in an interconnected world.

- Promote interdisciplinary learning that bridges literary studies, psychological sciences, and related fields to create well-rounded professionals with integrity and social consciousness.

2. Preamble to the Programme Regulations and Curriculum

This is the subset of Academic Regulations, and it is to be followed as a requirement for the award of B.A. English, Psychology degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Project Based Learning, Research, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. Short Title and Applicability

a. These Regulations shall be called the Bachelor of Arts Degree Program Regulations and Curriculum 2025-2028.

b. These Regulations are subject to, and pursuant to the Academic Regulations.

c. These Regulations shall be applicable to the ongoing Bachelor of Arts (English, Psychology) Degree Programs of the 2025-2028 batch, and to all other Bachelor of Arts Degree Programs which may be introduced in future.

d. These Regulations shall supersede all the earlier Bachelor of Arts (English, Psychology) Degree Program Regulations and Curriculum, along with all the amendments thereto.

e. These Regulations shall come into force from the Academic Year 2025-2026.

4. Definitions

In these Regulations, unless the context otherwise requires:

a. *"Academic Calendar" means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*

b. *"Academic Council" means the Academic Council of the University;*

c. *"Academic Regulations" means the Academic Regulations, of the University;*

d. *"Academic Term" means a Semester or Summer Term;*

e. *"Act" means the Presidency University Act, 2013;*

f. *"AICTE" means All India Council for Technical Education;*

g. *"Basket" means a group of courses bundled together based on the nature/type of the course;*

h. *"BOE" means the Board of Examinations of the University;*

i. *"BOG" means the Board of Governors of the University;*

j. *"BOM" means the Board of Management of the University;*

k. *"BOS" means the Board of Studies of a particular Department/Program of Study of the University;*

l. *"CGPA" means Cumulative Grade Point Average as defined in the Academic Regulations;*

m. *"Clause" means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*

n. *"COE" means the Controller of Examinations of the University;*

o. *"Course In Charge" means the teacher/faculty member responsible for developing and organising the delivery of the Course;*

p. *"Course Instructor" means the teacher/faculty member responsible for teaching and evaluation of a Course;*

q. *"Course" means a specific subject usually identified by its Course-code and Course-title, with*

specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;

r. *"Curriculum Structure" means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.*

s. *"DAC" means the Departmental Academic Committee of a concerned Department/Program of Study of the University;*

t. *"Dean" means the Dean / Director of the concerned School;*

u. *"Degree Program" includes all Degree Programs;*

v. *"Department" means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;*

w. *"Discipline" means specialization or branch of B.A. Degree Program;*

x. *"HOD" means the Head of the concerned Department;*

y. *"L-T-P-C" means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;*

z. *"MOOC" means Massive Open Online Courses;*

aa. *"MOU" means the Memorandum of Understanding;*

bb. *"NPTEL" means National Program on Technology Enhanced Learning;*

cc. *"Parent Department" means the department that offers the Degree Program that a student undergoes;*

dd. *"Program Head" means the administrative head of a particular Degree Program/s;*

ee. *"Program Regulations" means the Bachelor of English, Psychology Degree Program Regulations and Curriculum, 2025-2028;*

ff. *"Program" means the Bachelor of English, Psychology Degree Program;*

gg. *"PSOLAS" means the Presidency School of Liberal Arts and Sciences;*

hh. *"Registrar" means the Registrar of the University;*

ii. *"School" means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*

jj. *"Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;*

kk. *"SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;*

ll. *"Statutes" means the Statutes of Presidency University;*

mm. *"Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;*

nn. *"Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*

oo. *"SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.*

pp. *"UGC" means University Grants Commission;*

qq. *"University" means Presidency University, Bengaluru; and*

rr. *"Vice Chancellor" means the Vice Chancellor of the University.*

5. Program Description

The Bachelor of Arts (English, Psychology) Degree Program Regulations and Curriculum 2025-2028 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the ongoing Bachelor of Arts in English, Psychology, abbreviated as BA (English, Psychology) of 2025-2028 offered by the Presidency School of Liberal Arts and Sciences (PSOLAS)

5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.

5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations.

6. Minimum and Maximum Duration

6.1 Bachelor of Arts in English, Psychology Degree Program is a three-Year, Full- Time Semester based program. The minimum duration of the BA (English, Psychology) Program is three (03) years, and each year comprises two academic Semesters (Odd and Even Semesters) and hence the duration of the BA (English, Psychology) Program is six (06) Semesters.

6.2 A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.

6.3 The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining **(Refer to clause 16.1 of Academic Regulations),** shall be counted in the permissible maximum duration for completion of a Program.

6.4 In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.

6.5 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19, of Academic Regulations) in the

prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations), shall stand terminated and no Degree shall be awarded.

7 Programme Educational Objectives (PEO)

After three years of successful completion of the programme, the graduates shall:

PEO1: Develop a strong foundation in literary, cultural, and psychological studies, enabling them to critically analyze texts and understand human behaviour using theoretical, scientific, and interdisciplinary perspectives.

PEO2: Exhibit proficiency in effective communication, analytical thinking, and creative expression, preparing them for careers in academia, media, publishing, counselling, research, and other related fields.

PEO3: Demonstrate ethical awareness, cultural sensitivity, and leadership qualities, fostering inclusivity, lifelong learning, and responsible engagement in digital, environmental, and social contexts.

8 Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

8.1 Programme Outcomes (PO)

On successful completion of the Programme, the students shall be able to:

PO1: Demonstrate a comprehensive understanding of literary traditions, critical theories, and cultural contexts, fostering analytical and contextual insights.

PO2: Exhibit proficiency in psychological assessment, counselling techniques, and research skills, enabling application in academic, clinical, and professional settings.

PO3: Integrate literature with relevant fields such as psychology, media, history, and philosophy to enhance interdisciplinary perspectives and contextual understanding.

PO4: Demonstrate a solid grasp of psychological theories, research methods, and diverse perspectives, fostering analytical and evidence-based insights into human behaviour.

PO5: Exhibit fluency, coherence, and creativity in written and oral expression, enabling confident articulation of ideas in academic, professional, and creative domains.

PO6: Integrate psychology and literature with allied disciplines such as, neuroscience, sociology, and philosophy to address real-world issues and promote holistic understanding.

8.2   Program Specific Outcomes (PSOs):

On successful completion of the Program, the students shall be able to:

PSO1: Demonstrate a strong foundation in both literary and psychological domains, including historical, theoretical, cultural, and scientific approaches to understanding texts and human behaviour.

PSO2: Exhibit proficiency in research methodologies, analytical tools, academic writing, and critical interpretation, applying these skills to both literary and psychological contexts.

PSO3: Apply interdisciplinary insights from literature, psychology, media, digital humanities, and social sciences to address complex human and societal challenges in academic, professional, and community settings.

9. Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. The admission criteria to the BA (English, Psychology) Program is listed in the following Sub-Clauses:

9.1 An applicant who has successfully completed Pre-University course or Senior Secondary School course (+2) or equivalent such as (11+1), 'A' level in Senior School Leaving Certificate Course with a minimum aggregate of 40% marks, from a recognized university of India or outside or from Senior Secondary Board or equivalent, constituted or recognized by the Union or by the State Government of that Country, for the purpose of issue of qualifying certificate, on successful completion of the course, may apply for and be admitted into the Program.

9.2   Reservation for the SC / ST and other backward classes shall be made in accordance with the

directives issued by the Government of Karnataka from time to time.

9.3 Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.

9.4 Candidates must fulfil the medical standards required for admission as prescribed by the University.

9.5 If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.

9.6 The decision of the BOM regarding the admissions is final and binding.

10. Transfer Students requirements

10.1 **Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the B. A. Program of the University**

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the BA (English, Psychology) / Three -Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the BA (English, Psychology) Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

10.1.1 The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July of the concerned year for admission to the 2nd Year (3rd Semester) BA (English, Psychology) Program commencing on August on the year concerned.

10.1.2 The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.

10.1.3 The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the BA (English, Psychology) - Three Degree

Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the BA (English, Psychology) Program of the University.

10.1.4 The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

11. Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)

11.1 The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.

11.2 Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (refer Clause 11.5 of Academic Regulations) shall be clearly defined in the Course Plan for every Course, and approved by the DAC.

11.3 Format of the End-Term examination shall be specified in the Course Plan.

11.4 Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:

• Non-Teaching Credit Courses (NTCC)

• Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of

concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (refer Clause 8.10 of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

11.5 Assessment Components and Weightage

Table 1: Assessment Components and Weightage for different category of Courses		
Nature of Course and Structure	**Evaluation Component**	**Weightage**
Lecture-based Course L component in the L-T-P Structure is predominant (more than 1) **(Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.)**	**Continuous Assessments**	**50%**
	End Term Examination	**50%**
Lab/Practice-based Course P component in the L-T-P Structure is predominant **(Examples: 0-0-4; 0-1-2; 1-0-2; etc.)**	**Continuous Assessments [Lab Only]**	**75%**
	End Term Examination [Lab Only]	**25%**

Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure	Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.

The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L–T–P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

11.6   Minimum Performance Criteria:

11.6.1   Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

11.6.1.1   A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.

11.6.1.2   The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

11.6.2   Lab/Practice only Course and Project Based Courses

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

11.6.3 A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as "Fail" and given "F" Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the "Make-Up Examinations" as scheduled by the University in any subsequent semester or re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements (as per Clause 11.6.1, 11.6.2 of Academic Regulations) in the "Make-Up Examinations" of the concerned Course. Further, the student has an option to re- register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

12. Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. – Note: These are covered in Academic Regulations

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

12.1 The transfer of credits shall be examined and recommended by the Equivalence Committee (**Refer Annexure B of Academic Regulations**) and approved by the Dean - Academics.

12.2 Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.

12.3 Students may earn credits by registering for Online Courses offered by *Study Web of Active*

Learning by Young and Aspiring Minds (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:

12.3.1 A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations** and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.

12.3.2 SWAYAM/NPTEL/ other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations**, shall be approved by the concerned Board of Studies.

12.3.3 Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.

12.3.4 Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.

12.3.5 A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 12.3.2 above.

12.3.6 SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.

12.3.7 A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the Dean / Director / HOD concerned, the Course(s) and equivalent Credits shall be forwarded to the COE for processing of results of the concerned Academic Term.

12.3.8 The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarised in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11 of Academic Regulations.

Table 2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses		
Sl. No.	**Course Duration**	**Credit Equivalence**
1	4 Weeks	1 Credit
2	8 Weeks	2 Credits
3	12 Weeks	3 Credits

12.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

12.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

12.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in

this Section (12.0), shall not be included in the calculation of the CGPA.

12.5 **Mandatory Non-Credit Course Completion Requirements:** All mandatory non-credit courses shall be satisfactorily completed by the student as part of the degree requirements. These courses will be evaluated and awarded letter grades based on the following criteria:

S (Satisfactorily Completed): Awarded when the student successfully completes all prescribed course requirements.

NC (Not Completed): Awarded when the student fails to meet the prescribed course requirements.

A student receiving an **NC** grade must reappear for and complete the course in accordance with the guidelines prescribed by the University.

In the case of non-taught and non-credited mandatory courses—where students are advised to undertake learning through MOOC platforms—there shall be a clearly defined **Course Catalogue** and a corresponding **Course Plan**. The Course Plan shall outline the assessment components, which will form the basis for evaluation.

13. **Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements**

The BA (English, Psychology) Program Structure (2025-2028) has a total of 120 credits. Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.
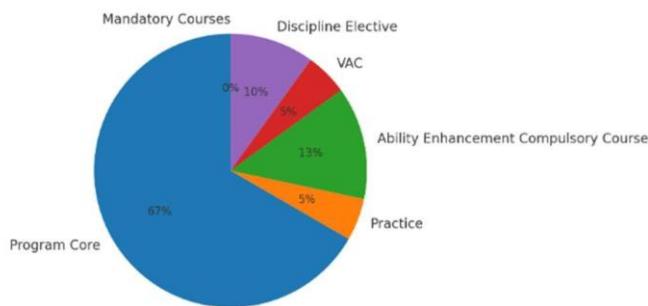
Table 3: B. A. (English, Psychology) 2025-2028: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets	
Sl. No. **Baskets**	**Credit Contribution**
1 Program Core	80
2 Practice	6
3 Ability enhancement compulsory course	16
4 Value added course	6

5	Discipline Elective	12
6	Mandatory Courses (MAC)*	0
	Total Credits	**120**

Credit Distribution for the Program (Total 120 Credits)

14. Minimum Total Credit Requirements for Award of Degree

As per the UGC guidelines, a minimum of 120 credits is required for the award of a BA (English, Psychology) degree.

15. Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,

15.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.

15.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:

    a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.

    b. Secure a minimum CGPA of 4.50 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause a of Academic Regulations;

c. No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and

d. No disciplinary action is pending against her/him.

16. **Curriculum Structure – Basket Wise Course List (not Semester Wise)**

List of Courses Tabled – aligned to the Program Structure

(Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

Table 3.1: List of Program Core						
Sr no	**Course Code**	**Course Name**	**L**	**T**	**P**	**C**
1.	ENG1017	Introduction to Literary Studies	4	0	0	4
2.	ENG1020	Popular Literatures	4	0	0	4
3.	ENG1021	British Literature	4	0	0	4
4.	ENG1022	European Literature	4	0	0	4
5.	ENG2023	Postcolonial Literatures	4	0	0	4
6.	ENG2024	Indian Literatures	4	0	0	4
7.	ENG2026	Narratives of the American Experience	4	0	0	4
8.	ENG2025	Literary Theory and Criticism	4	0	0	4
9.	ENG3003	Digital Humanities	4	0	0	4
10.	ENG3004	Text and Textualities	4	0	0	4
11.	PSY1001	Introduction to Psychology	3	0	2	4
12.	PSY1002	Positive Psychology	3	0	2	4
13.	PSY1003	Biopsychology	3	0	2	4
14.	PSY1004	Developmental Psychology	3	0	2	4

15.	PSY2001	Social Psychology	3	0	2	4
16.	PSY2002	Cognitive Psychology	3	0	2	4
17.	PSY2003	Organizational Psychology	3	0	2	4
18.	PSY2004	Principles of Forensic Psychology	3	0	2	4
19.	PSY3002	Psychological Testing and Measurement	3	0	2	4
20.	PSY3001	Psychopathology	3	0	2	4
	Total no. of Credits					**80**

Table 3.2: List of Ability Enhancement Courses

Sr No	Course Code	Course Name	L	T	P	C
1	GER1002	Introduction to German Language	2	0	0	2
2	ENG1019	Critical Thinking	2	0	2	3
3	ENG1023	Writing Using AI	3	0	2	4
4	ENG1025	Writing for Media	2	0	2	3
5	ENG1027	Writing for Journals and Publications	3	0	2	4
	Total no. of Credits					**16**

List of Value-Added courses

1	ENG1024	Social Constructs of Gender	2	0	0	2
2	ENG1026	Understanding Ethnography	2	0	0	2
3	PSY1005	Emotional Intelligence and Mental Health	2	0	0	2
	Total no. of Credits					**6**

Table 3.3: Internship & Project

Sr No	Course Name	L	T	P	C
1.	Internship	-	-	-	2
2.	Capstone Project	-	-	-	4

Total no. of Credits	6

Table 3.4: List of Discipline Elective Courses - Minimum of 12 credits is to be earned by the student in a particular track

Sr No	Course Code	Course Name	L	T	P	C
Track-1- Counselling						
1.	PSY1006	Counselling Psychology	2	0	2	3
2.	PSY2005	Counselling Theories and Techniques	2	0	2	3
3.	PSY3003	Counselling Skills	2	0	2	3
4.	PSY3004	Special Group Counselling	2	0	2	3
	Track-2- Linguistics					
1.	ENG1028	The Structure and Study of English	2	0	2	3
2.	ENG2027	Linguistic Approaches to the English Language	2	0	2	3
3.	ENG3005	Applied Linguistics	2	0	2	3
4.	ENG3006	Sociolinguistics	2	0	2	3

*Each track requires a minimum of 10 students and allows a maximum of 60 students, with up to 10% variation approved by the DAC.

Table 3.5: List of Mandatory Courses Basket (MAC)

Sr. No	Course Code	Course Name	L	T	P	C
1	CHE7601	Environmental Studies	-	-	-	0
		Total No. of Credits				**0**

Table 4: Capstone Project Evaluation Components and Weightage	
Evaluation Component	**Weightage (of final grade)**
Capstone Report (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

17. Practical / Skill based Courses –Internships/ Capstone Project

Practical / Skill based Courses like Capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure (**as defined in Clause 5.1 of the Academic Regulations**), are simply assigned the number of Credits based on the quantum of work / effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip BA (English, Psychology) graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee **(refer Annexure A of the Academic Regulations**). The same shall be prescribed in the Course Handout.

17.1 Internship

A student may undergo an internship for a period of 6 to 8 weeks in a company or organization during the Semester Break between 4th and 5th semester subject to the following conditions:

17.1.1 The Internship shall be in conducted in accordance with the Internship Policy prescribed by the School from time to time.

17.1.2 A student may opt for Internship in an Industry / Company/ Organization or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company / Organization or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the School.

17.1.3 A student selected for an Internship in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the School.

17.1.4 As per the Academic Regulations, 'S' grade is awarded for "satisfactory completion" of the Internship and 'NC'

grade is awarded for "non-completion" of the Internship. The student who receives the "NC" grade shall repeat the Internship, until the concerned student secures the "S" grade in the Internship. The "S" and "NC" grades is subject to fulfilling the requirements as stated in the course plan and do not carry grade points. Hence not included in the SGPA, CGPA computations.

17.2 Capstone Project

Every student shall, carryout dissertation under the overall supervision of the supervisor(s) during the VI semester of the program.

17.2.1 The Capstone Project provides an opportunity for students to synthesize their learning across courses in English Literature and Psychology by engaging in a focused, independent project. This could take the form of: A research-based academic paper, A creative project with critical commentary, A thematic analysis of literary texts through psychological frameworks, an interdisciplinary study integrating both fields. Projects should demonstrate critical thinking, originality, interdisciplinary insight, and academic integrity.

17.2.2 The Faculty Coordinator(s) shall, in consultation with the Dean concerned, finalize the topic for dissertation along with the name(s) of the supervisor(s) at the beginning of Semester VI. For this purpose, the Coordinator shall take into account the relevance of the topic on which the candidate proposes to work. However, the Coordinator may, if he/she considers it necessary or expedient, ask a student to carry out dissertation on a topic other than the topic proposed by the student and/or under a supervisor other than the one under whom the student proposed to carry out his/her project.

17.2.3 Midcourse alteration/ modification in the scope of the project would need explicit approval from the Dean of the School. The Coordinator shall prepare a list comprising the names of the students, topic allotted to each of them along with the name of the supervisor(s) and submit it to the Dean.

17.2.4 A certificate in the prescribed format to the effect that the capstone project carried out by the student independently or in collaboration with other student(s) issued by the Supervisor(s) concerned and endorsed by the Faculty Coordinator concerned, shall form the part of the submission for evaluation.

17.2.5 Every student who spends a specified period of time in an industry/organization/institute for reasons of work related to his/her capstone project, with prior permission from the Faculty Coordinator concerned will explicitly acknowledge working in the relevant industry/organization/institute.

17.2.6 The dissertation should typically be between 30 to 50 pages. Students are required to submit their dissertation in the VI Semester within the specified time frame. If a student fails to submit the dissertation by the deadline, they will be assigned a placeholder grade 'I' in cases of exceptional circumstances, such as medical emergencies or the death of an immediate family member. In all other cases, a grade of 'F' will be awarded. The student will be required to repeat the dissertation in the appropriate semester of the following academic session, provided that

other regulations allow for the continuation of their studies at the University.

17.2.7 The student shall submit to Program Coordinator one printed soft bound copy of his/her dissertation.

17.2.8 An Assessment Committee constituted by the Dean / Director/ HOD of the School comprising internal and external members shall conduct Viva-Voce on dissertation.

17.2.9 The Evaluation components for dissertation and the respective weightages are detailed in Table 4.

Table 4: Capstone Project Evaluation Components and Weightage	
Evaluation Component	**Weightage (of final grade)**
Capstone Report (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

18. List of MOOCS (NPTEL) Courses

*The MOOC Courses list will be announced by the school at the time of Pre-Registration for the respective Semester post approval from DAC and BOS.

19. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options

			CREDIT STRUCTURE						
S. NO.	**COURSE CODE**	**COURSE NAME**	**L**	**T**	**P**	**C**	**CONTACT HOURS**	**BASKET**	
1.	ENG1017	Introduction to Literary Studies	4	0	0	4	4	PC	
2.	ENG1020	Popular Literatures	4	0	0	4	4	PC	
3.	PSY1001	Introduction to Psychology	3	0	2	4	5	PC	
4.	PSY1002	Positive Psychology	4	0	2	4	5	PC	
5.	ENG1019	Critical Thinking	2	0	2	3	4	AECC	
6.	GER1002	Introduction to German Language	2	0	0	2	2	AECC	
		TOTAL				21	24	-	

Semester I

Semester II

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET	
			CREDIT STRUCTURE						
1.	PSY1003	Biopsychology	3	0	2	4	5	PC	
2.	PSY1004	Developmental Psychology	3	0	2	4	5	PC	
3.	ENG1021	British Literature	4	0	0	4	4	PC	
4.	ENG1022	European Literature	4	0	0	4	4	PC	
5.	ENG1023	Writing using AI	3	0	2	4	5	AECC	
6.	ENG1024	Social Constructs of Gender	2	0	0	2	2	VAC	
		TOTAL				**22**	**25**	-	-

			CREDIT STRUCTURE						
S. NO.	**COURSE CODE**	**COURSE NAME**	**L**	**T**	**P**	**C**	**CONTACT HOURS**	**BASKET**	
1.	PSY2001	Social Psychology	3	0	2	4	5	PC	
2.	PSY2002	Cognitive Psychology	3	0	2	4	5	PC	
3.	ENG2023	Postcolonial Literatures	4	0	0	4	4	PC	
4.	ENG2024	Indian Literatures	4	0	0	4	4	PC	
5.	ENG1028/ PSY1006	Discipline Elective- I	2	0	2	3	4	DE	
6.	ENG1025	Writing for Media	2	0	2	3	4	AECC	
7.	ENG1026	Understanding Ethnography	2	0	0	2	2	VAC	
		TOTAL				**24**	**28**	-	

Semester III

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET
			CREDIT STRUCTURE					
1.	ENG2025	Literary Theory and Criticisms	4	0	0	4	4	PC
2.	ENG2026	Narratives of the American Experience	4	0	0	4	4	PC
3.	PSY2003	Organizational Psychology	3	0	2	4	5	PC
4.	PSY2004	Principles of Forensic Psychology	3	0	2	4	5	PC
5.	PSY2005/ ENG2027	Discipline Electives-II	2	0	2	3	4	DE
6.	ENG1027	Writing for Journals and Publications	3	0	2	4	5	AECC

7.		Emotional Intelligence and Mental Health	2	0	0	2	2	VAC
	PSY1005							
8.	CHE7601	Environmental Studies	0	0	0	0	0	MAC
		TOTAL				**25**	**29**	-

Semester V									
S. NO.	**COURSE CODE**	**COURSE NAME**	**CREDIT STRUCTURE**				**CONTACT HOURS**	**BASKET**	
			L	**T**	**P**	**C**			
1.	ENG3003	Digital Humanities	4	0	0	4	4	PC	
2.	PSY3001	Psychopathology	3	0	2	4	5	PC	
3.	PSY3003/ ENG3005	Discipline Elective- III	2	0	2	3	4	DE	
4.	PSY3004/ ENG3006	Discipline Elective- IV	2	0	2	3	4	DE	

S. NO.	COURSE CODE	COURSE NAME	L	T	P	C	CONTACT HOURS	BASKET
5.	LAS7001	Internship	0	0	0	2	0	
		TOTAL				**16**	**17**	-

Semester VI								

S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1.	ENG3004	Text and Textualities	4	0	0	4	4	PC
2.	PSY3002	Psychological Testing and Measurement	3	0	2	4	5	PC
3.	LAS7002	Capstone Project	0	0	0	4	0	
		TOTAL				**12**	**9**	-

Abbreviations:

Courses in the program may be of four kinds:

1. **PC:** Program Core
2. **VAC:** Value Added Courses
3. **AECC:** Ability Enhancement Compulsory Courses

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4. **DE:** Discipline Elective

20. Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Programme Electives – Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resources.

Course Code: ENG1017	Course Title: Introduction to Literary Studies					
	Type of Course: Program Core	L- T -P- C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Intermediate level English proficiency.					
Anti-requisites	NIL					
Course Description	This course offers a foundational introduction to the study of literature for first-semester BA English students. It familiarizes learners with the nature, purpose, and major genres of literature—fiction, poetry, drama, and nonfiction—while developing their ability to read, reflect, and respond to texts. Emphasizing core literary elements and critical engagement, the course encourages students to explore how literature represents human experience, cultivates imagination, and shapes thought. Designed to build confidence and curiosity, the course lays the groundwork for more advanced literary and theoretical study in subsequent semesters.					
Course Objective	1. To introduce students to the nature, purpose, and value of literature. 2. To familiarize students with major literary genres: fiction, poetry, drama, and nonfiction. 3. To build foundational knowledge of key literary elements and terms. 4. To develop the ability to read and engage with literary texts reflectively and critically. 5. To prepare students for advanced literary studies by encouraging literary awareness and interpretation.					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**: Define literature and describe its forms, functions, and distinctions from non-literary writing. **CO2**: Identify and explain the elements of fiction and the short story, including the rise of the novel. **CO3**: Interpret key elements of poetry such as form, sound, imagery, and literary devices. **CO4**: Describe the features of drama, including character, dialogue, and stage elements. **CO5**: Analyze nonfiction texts for argument, tone, perspective, and factual interpretation.					

Module 1	Introduction to Literature	Imagination, Purpose, Form	Genre Imagination	12 Sessions

1 Definitions and purposes of literature
2 Literary vs non-literary writing
3 Imaginative vs factual writing

4	Functions of literature			
5	Introduction to literary genres (fiction, poetry, drama, nonfiction)			

Module 2	**Studying Fiction and Short Story**	**Habit, Reflection, Voice**	**Narrative Character**	**12 Sessions**
1	Rise of the novel			
2	Historical and cultural background			
3	Narrative techniques; Plot and structure			
4	Character and setting; Point of view			
5	Dialogue and narration			
6	Differences between novel and short story			

Module 3	**Reading and Understanding Poetry**	**Language, Emotion, Form**	**Figurative Rhythm**	**12 Sessions**
1	Elements of poetry			
2	Rhyme, rhythm, and meter			
3	Figurative language; Literary devices (metaphor, simile, alliteration, etc.)			
4	Poet and context			
5	Reading aloud and interpretation			

Module 4	**Approaching Drama**	**Performance, Character, Conflict**	**Conflict Performance**	**12 Sessions**
1	Dialogue and action			
2	Characters and conflict			
3	Stage and audience			
4	Monologue and soliloquy			
5	Overview of tragedy and comedy			
6	Performance and reading			

Module 5	**Understanding Non-Fiction**	**Reality, Perspective, Reflection**	**Perspective Argument**	**12 Sessions**
1	Personal narrative and autobiography			
2	Essays and speeches			
3	Tone and argument			
4	Fact vs opinion			
5	Perspective and purpose			
6	Reading nonfiction critically			

Web Resources:

1. Project Gutenberg
https://www.gutenberg.org
– Public domain texts including An Introduction to the Study of Literature by William Henry Hudson, and classic poetry, drama, fiction, and essays.

2. Purdue OWL: Literary Terms and Concepts
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_terms/index.html

– Glossary of key literary terms with simple explanations; ideal for first-year students.

3. Poetry Foundation
https://www.poetryfoundation.org
– Comprehensive archive of poems, poet biographies, and thematic collections with reading aids and audio recordings.

4. Columbia University – Ambedkar Digital Archive
https://www.columbia.edu/itc/mealac/pritchett/00ambedkar/
– Selected autobiographical and political writings of Dr. B.R. Ambedkar; useful for nonfiction reading and contextual engagement.

5. The Learning Network – New York Times
https://www.nytimes.com/section/learning
– Writing prompts, reading comprehension activities, and student opinion sections to support reflective writing and classroom discussion.

6. Glossary of Literary Terms – VirtualSalt
https://www.virtualsalt.com/litterms.htm
– A straightforward, alphabetized glossary of literary terms suited for Indian undergraduate classrooms.

7. British Library: Discovering Literature
https://www.bl.uk/discovering-literature
– Historical and literary contexts, digitized manuscripts, and critical commentary on major authors and genres.

List of Activities

Module 1: Introduction to Literature
- Classroom discussion: What is literature?

Module 2: Studying Fiction and Short Story
- Create a character profile from a short story

Module 3: Reading and Understanding Poetry
- Read-aloud and group recitation

Module 4: Approaching Drama
- Enact a short dramatic scene in groups

Module 5: Understanding Non-Fiction
- Group reading of a short speech or essay
- Fact vs opinion worksheet

Core Textbooks
- William Henry Hudson, An Introduction to the Study of Literature
  – A classic primer on the nature, value, and function of literature.
- Harold Bloom, How to Read and Why
  – Encourages thoughtful reading and introduces interpretative habits for beginners.

- Janet E. Gardner, Reading and Writing About Literature
  – A student-friendly guide to literary elements, reading strategies, and writing responses.
- The Norton Introduction to Literature (Shorter 13th Edition or equivalent)
  – A comprehensive anthology covering fiction, poetry, drama, and nonfiction with explanatory notes.
- Peter Barry, Beginning Theory: An Introduction to Literary and Cultural Theory
  – For instructor reference and introductory framing of literary perspectives in the final module.Supplementary Readings
- M.H. Abrams, A Glossary of Literary Terms
  – A foundational reference book defining major literary terms, concepts, and genres in clear language; essential for building basic literary vocabulary.

Supplementary Reading
1. R.K. Narayan, Malgudi Days
– A collection of short stories that introduces Indian settings, characters, and moral themes in accessible language.
2. Ruskin Bond, The Night Train at Deoli and Other Stories
– Simple, emotionally resonant stories ideal for developing reading fluency and personal engagement.
3. Emily Dickinson, Selected Poems
– Short and dense poems useful for practicing close reading and understanding poetic form.
4. George Orwell, Shooting an Elephant
– A powerful nonfiction essay that invites discussion on perspective, colonialism, and narrative stance.
5. The Poetry Foundation (www.poetryfoundation.org)
– A free and reliable online archive of poets and poems with accessible explanations and reading aids.

Catalogue prepared by	Dr. Yashavantha T.S.
Recommended by the Board of Studies on	BoS No: 13th BoS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1020	Course Title: Popular Literatures Type of Course: Program Core	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	Basic English Proficiency					
Anti-requisites	Nil					
Course Description	This course offers a critical exploration of *Popular Literature* as a dynamic and evolving body of work that reflects and shapes contemporary culture. Students will examine various genres such as romance, detective fiction, fantasy, and speculative fiction, considering their narrative structures, socio-cultural implications, and market forces. Through an interdisciplinary lens, the course situates popular literature in contrast with canonical texts and investigates its emergence, readership, and role in cultural production. Assignments, case studies, and projects will engage students in both analytical and creative responses to texts, enhancing their understanding of literature's reach beyond academic boundaries.					
Course Objective	1. Understand what defines popular culture and distinguish popular literature from canonical forms. 2. Analyze the historical and socio-economic contexts that led to the rise of mass readership and genre fiction. 3. Critically examine the major genres of popular literature, including crime fiction, romance, and fantasy, with reference to their narrative conventions and audience reception. 4. Engage with issues of representation, including gender, power, and identity, as they manifest in popular literary forms. 5. Develop skills in academic and creative writing, research, and presentation through structured assignments and projects. 6. Analyze the historical and socio-economic contexts that led to the rise of mass readership and genre fiction. 7. Critically examine the major genres of popular literature, including crime fiction, romance, and fantasy, with reference to their narrative conventions and audience reception. 8. Engage with issues of representation, including gender, power, and identity, as they manifest in popular literary forms. 9. Explore the impact of digital platforms and market dynamics on the creation, dissemination, and reception of popular literature 10. Develop skills in academic and creative writing, research, and presentation through structured assignments and projects.					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**. Identify the features of popular culture, popular literature, genres of popular literature **CO2**. Discuss the different approaches of reading of popular literature					

CO3. Explain the historical and socio-economic contexts that led to the rise of mass readership and genre fiction

CO4. Analyze individual texts of different genres of Popular literature

CO5. Interpret the impact of Popular literature on audience and society

Course Content:				
Module 1	**Introduction to Popular Literature**	**Assignment**	**Poster Presentation**	**10 Sessions**

1 Concepts- Culture
2 Popular culture, Hegemony, Literature and Popular culture
3 Historical emergence of Popular Literature
4 Publishing industry and the rise of mass readership

Module 2	**Detective and Crime Fiction**	**Assignment**	**Case study**	**12 Sessions**

1 Origins, evolution, and storytelling in crime fiction
2 Psychological exploration in popular crime fiction - From Whodunit to Whydunit,
3 The blurring of the real and the imaginary – Crime fiction based on real incidents,
4 Reading select Detective narratives - Murder *on the Orient Express,   Kane and Abel, Gone Girl*

Module 3	**Graphic Novels and Young Adult Fiction**	**Assignment**	**Storyboard**	**14 Sessions**

1 Origin and history of graphic novels
2 Features of Graphic novels ,
3 Significance of Socio-political context in graphic novels ,
4 Reading Select Graphic novels – Maus/*Persepolis/*
5 Young Adult : Idea, and elements, Coming-of-Age Stories , Representation and Voice in YA Fiction

Reading select Young adult fictions *A Court of Thorns and Roses/ Black Kids*

Module 4	**From Print to screen**	**Assignment**	**Film review focussing on aspects of adaptation**	**12 Sessions**

1 Introduction to Adaptation,
2 The Language of books V/S the language of cinema
3 Transcultural adaptation and appropriation from print to screen,
4 Characters V/S star value, Art and commerce – Factors determining Adaptation,
5 Analysis of Bollywood adaptation of books/classics - 3 idiots/The White Tiger/ Omkara/ Haider

Module 5	**Audio Visual**	**Assignment**	**Blogs/memes/reels Story telling in social media**	**12 sessions**

| | **Narratives** | | | |

1. Audio Visual Narratives in the Digital Age
2. Instagram, Blogs and Reels, you- tube as Popular Literature
3. Memes as cultural texts
4. Influencer Culture and Personal Storytelling

Project Work/ Assignment:

- Poster Presentation: Mapping the Landscape of Popular Culture and Literature
- 2 Case Study – Real life sensational crime story/Courtroom drama
- Storyboarding
- Film review
- Blogs/memes/reels Story telling in social media

Text Book(s):

- Christie, Agatha**.** *Murder on the Orient Express.* Collins Crime Club, 1934.
- Archer, Jeffrey**.** *Kane and Abel.* St. Martin's Press, 1979.
- Flynn, Gillian. *Gone Girl*. Crown Publishing, 2012.
- Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2003.
- Spiegelman, Art. *Maus: A Survivor's Tale. My Father Bleeds History*. New York, Pantheon Books, 1986
- Maas, Sarah J. *A Court of Thorns and Roses*. Bloomsbury, 2015.
- Hammonds Reed, Christina. *The Black Kids*. Simon & Schuster Books for Young Readers, 2020.

Reference Book (s):
- Bajac-Carter, Maja, Norma Jones, and Bob Batchelor, editors. *Heroines of Comic Books and Literature: Portrayals in Popular Culture*. Rowman and Littlefield, 2014.
- Driscoll, Beth, Lisa Fletcher, and Kim Wilkins. *Genre Worlds: Popular Fiction and Twenty-First-Century Book Culture*. University of Massachusetts Press, 2022.
- During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005.
- Mandel, Ernest. *Delightful Murder: A Social History of the Crime Story*. University of Minnesota Press, 1984.
- Radway, Janice. *Reading the Romance: Women, Patriarchy, and Popular Literature*. University of North Carolina Press, 1984.
- Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Pearson Education.
- Scaggs, John. *Crime Fiction.* Routledge, 2005.
- Herbert, Rosemary. *Whodunit? A Who's Who in Crime & Mystery Writing.* Oxford University Press, 2003.

Online Resources (e-books, notes, ppts, video lectures etc.):
- Popular literature | History, Definition, Examples, Books, & Facts | Britannica
- Popular Literature in English | The Canadian Encyclopedia
- Popular literature: Significance and symbolism
- Omkara, Haider, 3 idiots, The White Tiger

- <u>Memes, blogs and social media handles</u>

Topics relevant to "SKILL DEVELOPMENT":
- Writing essays, presentations, or reports on popular literature strengthens written and oral communication.
- Ability to clearly express ideas is essential in almost every job.Cultural Awareness and Emotional Intelligence
- Popular literature reflects society, diverse cultures, values, and conflicts.
- Understanding these helps develop empathy, cultural sensitivity, and interpersonal skills.
- These are crucial for teamwork and client relations in global workplaces.
- Navigating digital tools and platforms develops tech-savviness, creativity and Innovation
- Popular literature encourages exploring narratives, genres, and storytelling techniques.
- Creative thinking and innovation are highly sought in fields like advertising, media, and content creation.
- Learning to negotiate ideas and work with diverse perspectives builds team skill

Catalogue prepared by	Dr. Pritha Sanyal
Recommended by the Board of Studies on	BoS No: 13th BoS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1019	Course Title: Critical Thinking Type of Course: AECC	L- T- P- C	2	0	2	3
Version No.	2.0					
Course Pre-requisites	Basic Proficiency in English					
Anti-requisites	NIL					
Course Description	This course introduces students to the principles of critical thinking and logical reasoning with a focus on reading, interpreting, and responding to texts. It emphasizes on analytical skills, clarity of thought, and the ability to construct and critique arguments—skills essential for academic success in literature and the humanities					
Course Objective	1. To identify key concepts such as reasoning, logic and evidence-based thinking. 2. To recognise role of emotions, bias and perspective in shaping thought. 3. To construct, well- structured arguments across a range of topics. 4. To identify and avoid fallacies in reasoning. 5. To apply frameworks of ethical thinking to real-world scenarios					
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**. Describe key concepts and terminology related to critical thinking and reasoning. **CO2**. Recognize the way language shapes power by analysing how it is used to influence, control, or resist in media, politics, and society. **CO3**. Interpret meaning, tone, and purpose in various types of texts using critical reading strategies. **CO4**. Apply critical thinking to construct logical arguments in writing and speech. **CO5**. Examine how ethical judgement and thinking shapes decision-making, and civic responsibility in everyday and public life.					

Course Content

Module 1	Introduction to Critical Thinking	Assignment	Fact vs Opinion Sorting	12 Sessions

1. Exploring concepts: 'Thinking' and 'Critical' and the connection between the two concepts
2. Different ways of Thinking
3. Importance of critical thinking in academics and everyday life.
4. Key elements: clarity, relevance, argument, logic, perspective, curiosity
5. Cognitive biases and Metacognition

Module 2	Language and the Construction of Power	Assignment	Written Reflection	10 Sessions

Key Topics:

1. Connection between Thinking, Language and Power
2. Language as social action: Naming, Framing, Euphemism
3. Language and Power Structures
4. Language in Media and Politics

Module 3	Critical Reading Strategies	Assignment	Reinterpretation of a fairy tale/ nursery rhyme	10 Sessions

1. Active reading and questioning texts
2. Annotation, skimming and scanning: Tools and Techniques
3. Identifying tone, intent, bias, and perspective
4. Reading between the lines: Techniques, implication and inference
5. Intertextuality and contextual reading

Module 4	Argument Construction, Logic and Fallacies	Assignment	Persuasive argument pitch	14 Sessions

1. Impact of thinking critically on argument formation
2. Defining and creation of an Argument
3. Structuring short written arguments: introduction, claim, reasoning
4. Deductive vs inductive reasoning
5. Logical fallacies
6. Basics of oral argumentation
7. Argument as a form of intellectual ethics

Module 5	Judgement and Critical Citizenship	Assignment	Role-based group Debate	14 Sessions

1. Critical thinking and Ethical judgment: A dialogue
2. Everyday dilemmas: moral blind spot, emotions and thinking
3. Traits of a critical citizen
4. Defining Ethics for a critical citizen

Targeted Application & Tools that can be used: academic texts, media forms, mindmup, Hemingway reader, Padlet, The school of thought- digital deck of fallacies and biases, Socratic questioning framework, Argument Mapping Tools like Rationale

Project Work/ Assignment :

- **Written Reflection –** Students will write a reflective essay that examines the role of language in resisting dominant power structures and promoting social action.
- **Persuasive Argument Pitch-** Students will choose a relevant social, ethical, or cultural issue and prepare a 3–5 minute persuasive pitch.
- **Role-based group debate-** This interactive activity engages students in collaborative critical thinking through structured group debates. Each student is assigned a specific role or perspective (e.g., policymaker, activist, citizen, business owner, journalist) on a contemporary issue.

References and Suggested Readings
- Atwood, Margaret. "Happy Endings." Murder in the Dark, Virago, 1994, pp. 39–42.
- Bassham, Gregory, et al. Critical Thinking: A Student's Introduction. 5th ed., McGraw-Hill, 2012.

- Browne, M. Neil, and Stuart M. Keeley. Asking the Right Questions: A Guide to Critical Thinking. 12th ed., Pearson, 2018.
- Christine Evans Carter. Mindscapes : Critical Reading Skills and Strategies. Boston, Wadsworth, Cengage Learning, 2014.
- Fisher, Alec. Critical Thinking: An Introduction. 2nd ed., Cambridge University Press, 2011.
- Graff, Gerald, and Cathy Birkenstein. They Say / I Say: The Moves That Matter in Academic Writing. 4th ed., W. W. Norton, 2018.
- Thomas, Linda, et al. Language, Society and Power : An Introduction. London ; New York, Routledge, 2004.
- Johnson, Andrew. Teaching Critical Thinking: Practical Wisdom. Rowman & Littlefield, 2014.
- Orwell, George. "Politics and the English Language." Shooting an Elephant and Other Essays, Penguin, 2003, pp. 117–130.
- Paul, Richard, and Linda Elder. The Miniature Guide to Critical Thinking Concepts and Tools. 8th ed., Foundation for Critical Thinking, 2019.
- Roy, Arundhati. "The End of Imagination." The Cost of Living, Random House, 1999, pp. 115–141.

Online Resources (e-books, notes, ppts, video lectures etc.)
- Encourage critical thinking with 3 questions | Brian Oshiro | TEDxXiguan
- Ed Puzzle
- Online annotation tool

Topics Relevant to "employability": Evaluating information in the Workplace**,** problem-Solving through Lateral Thinking, building professional identity through reflection, creative and analytical approaches to resolving workplace challenges, decoding professional communication.

Topics Relevant to "Human Values and Professional Ethics": Understanding personal and social values; questioning how values are formed, challenged, and sustained, forming value judgement and perspective.

Catalogue prepared by	**Dr. Jyoti Parameswaran**
Recommended by the Board of Studies on	**BoS No: 13th BoS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: **PSY1001**	Course Title: Introduction to Psychology Type of Course: Program Core		**L-T-P-C**	**3**	**0**	**2**	**4**
Version No.	1.0						
Course Pre-requisites							
Anti-requisites							
Course Description	This course introduces undergraduate students of English to key psychological concepts that underpin human cognition, learning, perception, memory, motivation, and emotion. It highlights the relevance of psychology to everyday life, including communication, literary analysis, and social understanding. Designed to enhance critical thinking and reflective inquiry, the course explores both classical theories and contemporary applications of psychology in education, media, and interpersonal contexts. The course encourages interdisciplinary thinking and cultivates emotional intelligence, observation skills, and cultural awareness.						
Course Objective	1. To introduce students to the foundational concepts and methods of psychology. 2. To explore cognitive and emotional processes through psychological theories and models. 3. To develop an understanding of learning and motivation in contemporary contexts. 4. To help students apply psychological principles to real-life and interdisciplinary domains such as literature and media.						
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1. Explain** key psychological concepts such as perception, memory, learning, and emotion. **CO2. Apply** basic psychological theories to interpret everyday behaviour and communication. **CO3. Reflect** critically on how cognitive and emotional processes influence individual and social experience. **CO4. Demonstrate** an interdisciplinary understanding of psychology in relation to literature, culture, and education.						
Course Content:							
Module 1	**Foundations of Psychology**	**Assignment/ Quiz**	**Conceptual Mapping**		**10 Sessions**		
1. What is Psychology? Definitions and scope 2. Major perspectives: Behavioural, Cognitive, Humanistic, Biological, Psychodynamic 3. Methods of psychology: Observation, Case Study, Survey, Experimentation 4. Subfields of psychology: Clinical, Educational, Industrial, Developmental 5. Psychology in Modern India: Research, institutions, and relevance to everyday life							
Module 2	**Perception, Thinking and Language**	**Assignment/ Quiz**	**Short response +**		**10 Sessions**		

			Group activity on illusions or language use	

Part A: Perception
1. Sensory and perceptual processing
2. Role of attention in perception
3. Gestalt principles and perceptual organisation
4. Perceptual constancies, sets, and illusions
5. Depth and motion perception

Part B: Thinking and Language
1. Mental imagery and concept formation
2. Problem solving and decision-making
3. Language and thought
4. Language development in children and adults

Module 3	**Learning and Motivation**	**Assignment/ Quiz**	**Behavioural experiment write-up**	**10 Sessions**

1. Principles of Classical and Operant Conditioning
2. Observational Learning and Social Models (Bandura)
3. Learning strategies for academic success
4. Self-regulated learning and learning in a digital world
5. Theories of motivation: Maslow's hierarchy, Drive-reduction theory, Intrinsic/Extrinsic motivation
6. Motivational conflicts and real-life examples

Module 4		**Memory and Emotions**	**Assignment/ Quiz**	**Memory improvement plan + emotional self-assessment**	**10 Sessions**

Part A: Memory
1. Types and stages: Encoding, Storage, Retrieval
2. Models of memory: Information Processing, Levels of Processing, PDP Model
3. Causes of forgetting: Interference, decay, retrieval failure
4. Techniques to improve memory

Part B: Emotions
1. Components of emotion: physiological, cognitive, behavioural
2. Major theories: James-Lange, Cannon-Bard, Schachter-Singer
3. Emotional Intelligence
4. Emotions in social communication and literature

Targeted Application & Tools that can be used:
- Cognitive psychology in literary reading and character analysis
- Emotional intelligence in communication and relationships
- Digital tools for memory and learning enhancement (e.g., flashcards, Pomodoro)
- Classroom applications in language teaching

Project Work/ Assignment:

- **Reflective Journal:** Students maintain a weekly journal connecting course content with real-life experiences.

- **Article Review:** Group review of a contemporary psychology article, with discussion on classroom or literary implications.

- **Literary-Psych Profile:** Psychological profile of a literary character based on theories from the course.

Text Book(s):
- Ciccarelli, S. K., & White, J. N. (2020). Psychology. Pearson.
- Baron, R. A., & Misra, G. (2006). Psychology (Indian Edition). Pearson Education India.

Reference Book (s):
- Feldman, R. S. (2013). Understanding Psychology. McGraw-Hill.
- Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behavior. McGraw-Hill.
- **Online Resources (e-books, notes, ppts, video lectures etc.):**
  - https://nptel.ac.in/courses/109/104/109104050/ (Introduction to Psychology)
  - https://www.simplypsychology.org
  - https://www.verywellmind.com

Topics relevant to "SKILL DEVELOPMENT":

- Critical observation and interpretation
- Emotional self-regulation and empathy
- Applying psychological concepts to language, literature, and media
- Research literacy and reflective thinking

Catalogue prepared by	**Ms. Ramani Balu**
Recommended by the Board of Studies on	**1st BoS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: PSY1002	Course Title: Positive Psychology Type of Course: Program Core	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	*Higher secondary education with basic knowledge in math, sciences and English, along with critical thinking skills*					
Anti-requisites	-					
Course Description	This course equips psychology students with a deep understanding of the theoretical and real-life application of positive psychology. Positive Psychology is the science of well-being. Research demonstrates that there are many key factors that shape well-being. This course is designed to explore the concepts, techniques, and exercises that enhance well-being. The course takes an empirical and experiential approach in helping individuals understand and to use course content to enhance their lives.					
Course Objective	1. To introduce the foundational concepts and historical development of Positive Psychology. 2. To explore and evaluate universal virtues and character strengths. 3. To examine positive emotional and cognitive states. 4. To apply positive psychological approaches in interpersonal and experiential contexts.					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**: Recall foundational concepts and trace the historical development of Positive Psychology. **CO2**: Explain the significance of universal virtues and character strengths in promoting well-being. **CO3**: Interpret various positive emotional and cognitive states and their impact on mental health. **CO4**: Demonstrate the use of positive psychological approaches in interpersonal and experiential contexts.					
Course Content:						

Module 1	Foundation of Positive Psychology	Assignment/ Quiz	Conceptual Mapping & MCQ	13 Sessions

1. Positive Psychology – Introduction, Scope
2. The Historical Roots of Positive Psychology
3. Basic Themes and Assumptions of Positive Psychology
4. Eastern and Western perspectives on Positive Psychology

Module 2	Character Strengths and Virtues of positive psychology	Assignment/ Quiz	Cultural influences on virtues- Individualistic vs Collective	13 Sessions

1. Classification of Virtues: Character Strengths
2. Role of Culture in developing Strengths

3. Assessment of Character strength: VIA inventory

Module 3	Positive Emotion and Cognitive States	Assignment/ Quiz	Behavioural experiment write-up	9 Sessions

1. Positive Emotional States and Processes
2. Positive Emotions; Happiness; Subjective well-being
3. Positive Cognitive States and Processes
4. Resilience, Hope, and Optimism, fear and aggression.

Module 4	Positive Approaches and application	Assignment/ Quiz	Stress management techniques	10 Sessions

1. Interpersonal Approaches: Gratitude, Forgiveness
2. Positive relationships, and Love
3. Optimal Experiences: Mindfulness, Flow, Spirituality
4. Application -Work, education, ageing, health

Targeted Application & Tools that can be used:
- Cognitive psychology in literary reading and character analysis
- Emotional intelligence in communication and relationships
- Digital tools for memory and learning enhancement (e.g., flashcards, Pomodoro)
- Classroom applications in language teaching

Project Work/ Assignment:
- MCQ test on module 1(Quiz)
- Assignment on stress management techniques

Text Book(s):.
 1.Snyder, C. R. & Lopez, S. J. (Eds) (2009). Handbook of Positive Psychology. USA: Oxford

Reference Book (s):
- Snyder,C.R., & Lopez, S.J. (2007). Positive Psychology. New Delhi: Sage Publishing House
- Snyder, C. R. & Lopez, S. J. (Eds) (2009). Handbook of Positive Psychology. USA: Oxford
- Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2015). Positive Psychology: The Scientific and Practical
- Explorations of Human Strengths (3rd Edn). Los Angeles: Sage Publications
- University Press
- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.:
- Prentice Hall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK:
- Routledge.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
- Linley, P. A., & Joseph, S. (Eds.). (2004). Positive psychology in practice. John Wiley & sons.
- Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. New York: Oxford University Press and Washington, DC: American Psychological Association

Topics relevant to "SKILL DEVELOPMENT":
- Critical observation and interpretation
- Emotional self-regulation and empathy

- Applying psychological concepts to real world
- Research literacy and reflective thinking

Catalogue prepared by	**Mohan Ramani Balu**
Recommended by the Board of Studies on	BoS No: 1st BoS held on 06/06/2025
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code : GER1002	Course Title: Introduction to German Language Type of Course: AECC		L- T- P- C	2	0	0	2
Version No.	1.0						
Course Pre-requisites	Not Applicable						
Anti-requisites	Not Applicable						
Course Description	This Basic German course is designed for beginners who have little to no prior knowledge of the German language. This Course is framed to develop all the four language skills listening, speaking, reading, and writing in German language. This course also connects students with the German-speaking world, enabling them to explore diverse cultures and broaden their cultural understanding.						
Course Objective	This course aims to enhance learners' employability skills through interactive learning techniques that foster language proficiency and cross-cultural competence, employing active and participatory teaching methods.						
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**. Identify simple grammatical structures and conventions governing the use of German language **CO2**. Demonstrate basic listening, speaking, reading, and writing skills in German on informal and some formal topics related to personal, professional, and academic activities **CO3**. Interact with fellow learners and native speakers through group activities, discussions, and language exchange programs. **CO4**. Develop a basic awareness of German-speaking cultures and customs, and to communicate effectively and respectfully.						
Course Content:	Learning Basic German Skills						
Module 1	Greetings and introducing yourself	Lecture - Assignment	Memory recall based		6 Sessions		
1. Objectives: Greetings, introducing yourself, how to welcome someone, 2. Grammar: Construction of a sentence, the days of a week and the months 3. Objectives: Introduce oneself / ask for someone's personal information. 4. Grammar: Männlich, Feminin, Neutral noun, adjectives, Conjugation of regular verbs i. Usage of audio-visual files							
Module 2	Expressing likes/dislikes and introducing someone	Lecture - Group discussions	Memory recall based		6 Sessions		
1. Objectives: How to express what you like and dislike. 2. Grammar: Negative form, singular and plural. 3. Culture: The polite way to address people in German 4. Objectives: How to describe someone, 5. Grammar: Vocabulary of the family, Possessive articles, Conjugation of Irregular verbs							

Module 3	Inviting someone and asking questions	Group discussions	Practice conversation	9 Sessions

1. Objectives: How to invite someone, accept or refuse the invitation, Read the time
2. Grammar: Time entries, W questions
3. Culture: The art of accepting and declining an invitation politely in German
4. Objectives: How to ask for information, giving information

Module 4	Making a reservation and giving directions	Lecture - Group discussions	Practice conversation	9 Sessions

1   Shopping, speak about food, Ordering at a Restaurant
2   Cases in German
3   How to ask for directions, Imperative sentences
4   Group discussions

Targeted Application & Tools that can be used

Project work /Assignments

- Assignment (oral and written submission)
- Internal (oral and written assessments)
- Group work / Group discussions
- Dialogue

Text book :

- Evans, Sandra u.a.: Menschen. Deutsch als Fremdsprache. A1.1. Kursbuch. 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.
- Glas-Peters, Sabine: Menschen. Deutsch als Fremdsprache. A1.1. Arbeitsbuch. 1 Aufl. Hueber Verlag. Ismaning, Deutschland, 2012.
- Dengler, Stefanie, Rusch, Paul u.a.: Netzwerk Neu A1 in Teilbänden - Kurs- und Arbeitsbuch, Teil 1 mit 2 Audio-CDs und DVD: Deutsch als Fremdsprache. Langenscheidt, 2023.

References
Learning materials designed by the instructor

Topics relevant to the development of the German language with communication and employability Skills through participative learning techniques:
Foreign language proficiency and cross-cultural competence by active and participatory teaching methods.

Catalogue prepared by	Asha A Menon
Recommended by the Board of Studies on	BoS No: 13th BoS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July 2025
Suggestion given by the board	27th BOM held on 28th July 2025

PRESIDENCY UNIVERSITY

Course Code: PSY1003	Course Title: Biopsychology Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	Students enrolling in this course should have a basic understanding of high school-level biology and an interest in human behaviour and cognition.					
Anti-requisites	Nil					
Course Description	Drawing from neuroscience, psychology, and physiology, this course provides an in-depth understanding of the nervous system, brain structure, neurotransmission, sensory and motor processes, hormonal influences, and genetic underpinnings of behaviour. Emphasis is placed on integrative learning through case studies, models, and applied assignments, preparing students for advanced studies and research in psychology, cognitive sciences, and allied health professions.					
Course Objective	This course aims to introduce students to the biological foundations of behaviour by exploring the structure and function of the nervous system, neurochemical processes, and hormonal influences. It enables students to critically evaluate the relationship between brain activity and psychological phenomena. Learners will gain insight into how genetics, environment, and physiology shape human thought and behaviour. The course fosters interdisciplinary thinking and research skills relevant to psychology, neuroscience, and health sciences.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**. Describe the biological basis of human behaviour, including neural and hormonal mechanisms. **CO2**. Interpret the structure and function of the nervous system and its relationship to cognition and emotion. **CO3**. Evaluate biopsychological research using critical thinking and scientific reasoning. **CO4**. Apply biological principles to understand psychological disorders. **CO5**. Develop interdisciplinary skills through lab simulations, visualizations, and research work.					
Course Content:						
Module 1	**Anatomy & Physiology of the Nervous System**	Assignment	Presentation			**10 Sessions**

1. Definition and functions of nervous system, Importance in psychology and behavior, Divisions of nervous system
2. Central Nervous System (CNS); Brain & Spinal Cord, reflex arc,
3. Peripheral Nervous System (PNS): Somatic vs. Autonomic Nervous System- Sympathetic & Parasympathetic
4. Neurons: Structure of a neuron: soma, dendrites, axon, myelin sheath, synapse, Types of neurons: sensory, motor, interneurons, Glial cells: astrocytes, oligodendrocytes, Schwann cells, microglia, Neural communication: action potential, synaptic transmission, Neurotransmitters: dopamine, serotonin, acetylcholine, GABA, norepinephrine

Module 2	Brain Anatomy and Localization of Function	Assignment	3D Model	14 Sessions

1. Cerebrum, cerebellum, brainstem
2. Limbic system: amygdala, hippocampus, hypothalamus
3. Hemispheric specialization, Lobes of the brain: frontal, parietal, temporal, occipital
4. Functions related to cognition, emotion, and behavior
5. Techniques for studying the brain: EEG, MRI, fMRI, PET scans, Lesion studies and brain mapping

Module 3	Endocrine system & Heredity	Assignment	Case Analysis	12 Sessions

1. Major Endocrine Glands, hormones and Their Functions: Pituitary gland (master gland), Hypothalamus, Thyroid gland, Adrenal glands (stress response), Gonads (sex hormones)
2. Role of hormones in mood, aggression, and sexual behavior
3. Hormonal imbalances and psychological disorders, Stress and the Endocrine System-HPA axis, Cortisol and its psychological effects
4. Heredity and Behavior: Genes, chromosomes, DNA, Genotype vs. phenotype, Behavioral Genetics: Twin and adoption studies, Epigenetics-Gene-environment interaction
5. How lifestyle and environment can influence gene expression

Module 4	Sensory and Motor Systems	Assignment	Reflective Journal	12 Sessions

1. **Sensory systems: Visual System-**Anatomy, Visual pathways and processing, Disorders: color blindness, visual agnosia;
2. **Auditory System-**Anatomy, Sound wave processing-Auditory cortex, Disorders: hearing loss, tinnitus;
3. **Somatosensory System-**Touch, pain, temperature, proprioception, receptors and neural pathways, disorders: phantom limb, tactile agnosia;
4. **Olfactory and Gustatory Systems:** Anatomy of smell and taste receptors, Neural pathways and brain regions involved, Disorders: anosmia, ageusia
5. **Motor systems:** Voluntary vs. involuntary movements, Role of the brain and spinal cord-Motor Cortex and Brain Structures**,** Pyramidal and extrapyramidal systems, Reflex arcs and motor neurons, Neuroplasticity, **Motor Disorders:** Parkinson's disease, Cerebral palsy, ALS

Module 5	Biopsychology of Emotion and Stress	Assignment	Research paper	12 Sessions

1. **Neuroanatomy of Emotion:** Role of the limbic system: amygdala, hippocampus, hypothalamus, Prefrontal cortex and emotional regulation, Neurochemistry of Emotion: Role of neurotransmitters: dopamine, serotonin, norepinephrine, Hormonal influences: oxytocin, cortisol
2. **Stress: Acute vs. chronic stress**, Eustress vs. distress, Fight or flight response, Role of the HPA axis (Hypothalamic-Pituitary-Adrenal axis), Brain regions involved: amygdala, hippocampus, prefrontal cortex, Cortisol and its effects on the brain and body
3. **Psychoneuroimmunology**: Interaction between stress, immune system, and health, Impact of chronic stress on immunity and disease, psychological coping strategies: Biofeedback and behavioural interventions

Targeted Application & Tools that can be used: This course combines theory with hands-on learning through digital tools such as brain imaging software, AI-powered neuroanatomy simulations, reaction time apps, and sensory perception experiments to deepen understanding and build practical research skills in
biopsychology.

Project Work/ Assignment:
- Presentation on a landmark experiment in biopsychology (e.g., Phineas Gage, split-brain studies).
- Design a 3D model or infographic of the nervous system with functional annotations.
- Write a case analysis on a neurological disorder affecting movement or perception.
- Reflective journal or vlog entry on how stress affects your body and brain, supported by research.
- Research paper analyzing the biopsychological basis and treatments of a chosen mental disorder.

Text Book(s):

- Kalat, J. W. (2018). *Biological Psychology* (13th ed.). Cengage.
- Carlson, N. R. (2017). *Physiology of Behaviour* (12th ed.). Pearson.
- Pinel, J. P. J., & Barnes, S. J. (2017*). Biopsychology* (10th ed.). Pearson.

Reference Book (s):

- Breedlove, S. M., & Watson, N. V. (2019). *Biological Psychology* (8th ed.). Sinauer Associates.

- Gazzaniga, M. S., Ivry, R., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind* (5th ed.). W.W. Norton.
- Saper, Clifford B. *Neuroscience*. 6th ed., Oxford University Press, 2019.
- Kolb, Bryan, and Ian Q. Whishaw. *Fundamentals of Human Neuropsychology*. 7th ed., Worth Publishers, 2015.
- Schacter, Daniel L., Daniel T. Gilbert, and Daniel M. Wegner. *Psychology*. 4th ed., Worth Publishers, 2011.

Online Resources (e-books, notes, ppts, video lectures etc.):

- https://pubmed.ncbi.nlm.nih.gov
- https://www.nimh.nih.gov
- https://www.brainfacts.org
- https://www.frontiersin.org/journals/behavioural-neuroscience
- https://www.humanbrainproject.eu/en/

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in healthcare, psychology, neuroscience, and related fields.

Catalogue prepared by	Ms. Ramani Balu
Recommended by the Board of Studies on	1st BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1021	Course Name: British Literature		L- T- P- C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	**ENG1017 - Introduction to Literary Studies**						
Anti-requisites	NIL						
Course Description	This course offers a chronological survey of British literature from the 14th century to the Postmodern era. Students will explore major literary movements, genres, and authors that shaped English literary tradition and British cultural history. Texts span medieval storytelling, Renaissance drama, metaphysical poetry, satire, the rise of the novel, Romanticism, Victorian realism, Modernism, and Postcolonial voices. Emphasis is placed on close reading, thematic analysis, and contextual understanding of literature's role in reflecting and reshaping society.						
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**. Relate texts to social, moral, and cultural contexts. **CO2**. Interpret the thematic and stylistic innovations in British literary texts across periods. **CO3**. Explain the key characteristics literature of the different eras **CO4**. Compare literary responses to social, political, and industrial transformations across periods. **C05**. Apply knowledge of context, theme, style, and the characteristics of different phases of the British era to the analysis of literary texts.".						
Course Content							
Module 1	Middle English Foundations (14th–15th Century)	Assignment	Skit / Reel		**12 Sessions**		

1. The origins of English literary tradition and medieval society
2. **Geoffrey Chaucer** – *The Canterbury Tales* (General Prologue + *The Wife of Bath's Tale*)
3. **William Langland** – *Piers Plowman* (selections)
4. **Themes:** Courtly love, satire, chivalry, morality, class and gender dynamics.

Module 2	**Renaissance Humanism, Sonnets & Drama (16th Century)**	Assignment	Sonnet to Play	**12 Sessions**

1. Humanism, ambition, early modern anxieties, poetic experimentation, and dramatic innovations.
2. Sonnets: Sidney (*Sonnet 31* from *Astrophil and Stella*), Spenser (*Sonnet 75* from *Amoretti*), Shakespeare (*Sonnets 18*)
3. William Shakespeare – *(Macbeth)*
4. Christopher Marlowe – *Doctor Faustus*

Module 3	**Seventeenth to Enlightenment (17th–18th Century)**	Assignment	Critical news Article	**12 Sessions**

1. Metaphysical poetry, epic imagination satire, and the rise of political and social commentary
2. Donne (*The Flea*)
3. Marvell (*To His Coy Mistress*)
4. Milton (*Paradise Lost* – Satan 's speech)
5. Dryden (*Mac Flecknoe*)
6. Pope (*The Rape of the Lock*)

Module 4	**Romantic & Victorian Literature (19th Century)**	Assignment	Debate	**12 Sessions**

1. **Nature and Imagination, industrial modernity,** transition from poetry and drama to prose fiction, rationalism, and early novels **and social critique.**
2. Wordsworth & Coleridge (*Tintern Abbey, The Rime of Ancient Mariner)*,
3. Jane Austen (*Pride and Prejudice*),
4. Tennyson (*Ulysses*)
5. Browning (*My Last Duchess*),
6. Dickens (*Hard Times* excerpts).

Module 5	**Modernism & Early 20th-Century Literature.**	Assignment	Diary Writing	**12 Sessions**

1. Urban alienation and psychological depth
2. Eliot (*Prufrock*)
3. Yeats (*The Second Coming*)
4. Woolf (*Mrs. Dalloway*)

5. Shaw (*Pygmalion*)
6. Katherine Mansfield (*The Garden Party*)
7. Orwell (*Animal Farm*)

Targeted Application & Tools that can be used:

References

- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition.* Oxford University Press, 1953.
- Daiches, David. *A Critical History of English Literature.* 2 vols., Secker & Warburg, 1960.
- Ford, Boris (ed.). *The New Pelican Guide to English Literature.* Penguin, 1990.
- Leavis, F. R. *The Great Tradition.* Chatto & Windus, 1948.
- Sanders, Andrew. *The Short Oxford History of English Literature.* Oxford University Press, 2004.
- Waugh, Patricia. *Modernist Literature: A Guide for the Perplexed.* Continuum, 2011.
- Watson, George. *The Cambridge Guide to Literature in English.* Cambridge University Press, 1994

Topics Relevant to "employability":

Topics Relevant to "Human Values and Professional Ethics":

Catalogue prepared by	**Dr. Pritha Sanyal**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: PSY1004	Course Title: Developmental Psychology Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	PSY1001 – Introduction to Psychology					
Anti-requisites	Nil					
Course Description	This course provides the basic concepts, theories, and research in developmental psychology. The course aims at providing conceptual understanding of healthy development and practical understanding of how to help children, adolescents and adults address the challenges they face across the life span.					
Course Objective	To Introduce students to the concepts, theories, and research in developmental psychology. To provide conceptual understanding of healthy development and practical understanding of how to help children, adolescents and adults address the challenges they face across the life span. To discuss the basic physical, cognitive, and social development during each age period. To analyse the influences affecting developmental processes and their relationships among each age period.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1.** Analyze foundational concepts, theories, and research methods in developmental psychology to understand human development across the lifespan. **CO2.** Analyze developmental processes in prenatal stage and childhood. **CO3.** Understand the physical, cognitive, and socio-emotional changes during adolescence, and apply the learning to mitigate adolescent health, sexual & social concerns. **CO4.** Explain the physical, cognitive, and psychosocial changes during early, middle and late adulthood, and apply the understanding to facilitate well-being and career development.					
Course Content:	Developmental Psychology					
Module 1	Basics of Developmental Psychology	Assignment	Presentation		10 Sessions	

1. **Major stages in Life Span Development** (8 stages); Domains of Development, Physical, Cognitive, Psycho-social development; Developmental Processes: Change& Stability; Developmental research designs & methods - Longitudinal, Cross-sectional, Sequential and Microgenetic studies.
2. **Theoretical approaches to human development** – Freud, Urie Bronfenbrenner, Eric Erickson, and Kohlberg's theory, Principles of Baltes's life span approach (6 principles).

3. **Prenatal stage: Environmental influences on prenatal development**- Paternal & Maternal Factors - Nutrition, physical activity, drug intake, sexually transmitted discases, illness, age, Environmental hazards; Prenatal Assessment- Amniocentesis, Chorionic villus sampling, Embryoscopy, Ultrasound.

Module 2	Childbirth & Infancy	Assignment	3D Model	10 Sessions

1. Childbirth stages, Neonatal assessment-Apgar; Neonatal complications
2. Infancy: Characteristics of Infancy, Reflexes, Physical Developmental Milestones – Sensory Development
3. Cognitive Development (Piaget-Sensorimotor),
4. Language development- Vocabulary, grammar, syntax, pragmatics, and social speech. Private speech, delayed language development
5. Socio-Emotional development- stranger anxiety (Ainsworth),
6. Bowlby's attachment theory.

Module 3	Childhood	Assignment	Case Analysis	10 Sessions

1. Characteristics: Physical, Cognitive (Preoperational & concrete operations) and Language Development
2. Socio-emotional development: Self-esteem, friendships, Play-types, relationships with other children
3. Childhood disorders: Neurodevelopmental disorders: Intellectual Developmental Disorder, Autism Spectrum Disorder, ADHD, Specific Learning Disorder
4. Elimination Disorders: Enuresis, Encopresis
5. Other disorders: Conduct Disorder, Oppositional Defiant Disorder, Disruptive Mood Deregulation
6. Disorder, technology addiction

Module 4	Adolescence & Young Adulthood	Assignment	Reflective Journal	10 Sessions

1. Adolescence: Physical development: Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
2. Cognitive development: (Piaget's formal operational stage), Socio-Emotional development- James Marcia: Identity theory, Health concerns in Adolescence
3. Nutrition and Eating disorders;
4. Substance abuse; STD's – sexually Transmitted diseases.
5. Young Adulthood: Physical Development- physical changes, Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning, Cognitive development- the role of expertise, integrative thought, practical problem solving, creativity, post formal thought, Career - Holland's Job Fit Theory, Psychosocial Development -Consensual Relationships: Marriage, Gay & Lesbian Relationships, Cohaibiting

Module 5	Middle & Late Adulthood	Assignment	Research paper	10 Sessions

1. Middle Adulthood: **Physical and Cognitive Development**
2. **A**ging, health, menopause, Cognitive abilities (e.g., memory, intelligence, creativity), Work and career development
3. **Psychosocial Development-**Relationships (marriage, Midlife divorce, parenting, grandparenting), Midlife crisis and life satisfaction.
4. Late Adulthood: Physical changes, Implications of Retirement, living arrangements and financial adjustments, facing death & Loss, Patterns of grieving

Targeted Application & Tools that can be used:

Tools like *Virtual Child* or *MyVirtualLife* simulate developmental stages and allow students to make parenting decisions and observe outcomes.
Use tools like *TimeToast* or *Preceden* to create visual timelines of developmental milestones across the lifespan.
Use digital versions of questionnaires like the Decision Making Questionnaire (DMQ), Big Five Personality Test, VARK

Project Work/ Assignment:

- Case study of a child below 5 years.
- Conduct Vineland Social Maturity Scale on two school going children and analyse their Social Quotients
- Interview adolescents/adults regarding mental health and managing stress in their daily life.

Text Book(s):

- Diane E Papalia, Sally WendkosOlds, Ruth Duskin Feldman, Human Development, 9th edition, Tata McGraw Hill Publication
- John W Santrock, A Topical Approach to Life Span Development, 3 Edition, Tata McGraw-Hill Edition

Reference Book (s):

- Mangal, S. K., & Mangal, S. (2019). *Child psychology and development*. PHI Learning Pvt. Ltd.
- Hurlock, E. B. (2001). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill Education.

Online Resources (e-books, notes, ppts, video lectures etc.):

- https://www.counselindia.com/ebook
- https://www.nimh.nih.gov
- https://www.brainfacts.org
- https://www.all-about-psychology.com/psychology-ebook.html
- https://www.free-ebooks.net

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in counseling

psychology, human development, and educational fields.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1st BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: **ENG1022**	**Course Name:** **European Literature**	**L- T- P- C**	**4**	**0**	**0**	**4**
Version No.	**1.0**					
Course Pre-requisites	**ENG1017 – Introduction to Literary Studies**					
Anti-requisites	**NIL**					
Course Description	This course offers a comprehensive overview of European literature from its ancient foundations to the modern era. It traces the evolution of literary forms, genres, and ideas across time—from the mythic and heroic narratives of ancient Greece and Rome to the complex philosophical and psychological explorations of modern Europe. The course encourages students to engage with key texts that reflect changing historical, cultural, and intellectual contexts while highlighting the enduring influence of classical literature on modern literary developments.					
Course Objective	To introduce students to the comprehensive understanding of the historical development. Key authors. Novels and social cultural contexts of European literature from its origin to the 21st century. Specific objectives to improve cultures and appreciating the unique nature of literature as an artistic and cultural construct					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**. Trace the historical and thematic development of European literature from antiquity to the modern period. **CO2**. Analyze classical and modern literary forms, genres, and themes. **CO3**. Examine the philosophical, social, and cultural influences on literary texts. **CO4**. Draw intertextual and comparative connections across different periods. **CO5**. Articulate informed and critical responses to a range of literary works.					
Module 1	**Origin of European Literature**	**Assignment**	**12 Sessions**			

1. Classical Literature: A Concise History by Richard Rutherford
2. Homer: *The Odyssey* (excerpts)
3. Plato: *The Republic, Book I*– (Excerpts)
4. Rene Descarte : "Meditations on First Philosophy"

Module 2	**Heroic Traditions, Epic Traditions and Modern Individual consciousness**	**Assignment**	**12 Sessions**

1. Dante Alighieri: *The Divine Comedy (*Inferno Canto I)
2. Sir Thomas Malory's *Le Morte d'Arthur:* The Sword in the Stone (Book I)
3. Franz Kafka : *The Metamorphosis*

Module 3	Drama and Society, Critique of Society and Self	Assignment	12 Sessions

1. Sophocles: *Oedipus Rex (non-detailed)*
2. William L. Shirer's: *The Rise and Fall of the Third Reich (*III The Role of Society and the German People)
3. Henrik Ibsen: *A Doll's House*

Module 4	From Lyricism to Modernism	Assignment	12 Sessions

1. James Joyce: *Dubliners (The Araby)*
2. Samuel Beckett: *Waiting for Godot*
3. WB Yeats: "The Second Coming"

Module 5	Evolving Narratives	Assignment	12 Sessions

1. Satire, romance, and transformation
2. Psychological realism, Alienation, Absurd
3. Italo Calvino: If on a winter's night a traveller (selections)
4. Thomas More: Utopia (Book 1)
5. Christine de Pizan's: The Book of the Body Politic: Excerpts (The Prince ,The Head)

References:
- Jenkyns, Richard. Classical Literature: An Epic Journey from Homer to Virgil and Beyond.
- Basic Books, 2016.
- Lesky, Albin. A History of Greek Literature. Translated by James Willis and Cornelis de Heer,
- Methuen Publishing, 1966.
- Grant, Michael. Greek and Roman Classics in Translation. Penguin Books, 1993.
- Knox, Bernard. The Oldest Dead White European Males and Other Reflections on the Classics.
- W.W. Norton & Company, 1994.
- Hamilton, Edith. Mythology: Timeless Tales of Gods and Heroes. Grand Central Publishing,
- 2011.
- Graves, Robert. The Greek Myths. Revised Edition, Penguin Books, 1992.
- Powell, Barry B. Classical Myth. 8th ed., Pearson, 2014.
- Abrams, M. H. The Mirror and the Lamp: Romantic Theory and the Critical Tradition. Oxford

- University Press, 1953.
- Bradbury, Malcolm, and James McFarlane, editors. Modernism: A Guide to European Literature
- 1890–1930. Penguin Books, 1991.
- Esslin, Martin. The Theatre of the Absurd. 3rd ed., Penguin Books, 2004.
- Jenkyns, Richard. Classical Literature: An Epic Journey from Homer to Virgil and Beyond. Basic
- Books, 2016.
- Knox, Bernard. The Oldest Dead White European Males and Other Reflections on the Classics.
- W. W. Norton & Company, 1994.
- Moretti, Franco. The Bourgeois: Between History and Literature. Verso, 2013.

Catalogue prepared by	Dr. Vinodhini Chinnaswamy, & Dr. T. Naresh Naidu
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1024	Course Title: Social Constructs of Gender Type of Course: Value Added Course-Theory		L-T-P-C	2	0	0	2
Version No.	1.0						
Course Pre-requisites	A basic proficiency in English is required to comprehend course texts and actively participate in discussions. While no prior knowledge of gender studies is necessary, an openness to exploring diverse identities and societal issues is essential. Additionally, a foundational understanding of critical thinking will enrich students' engagement with the course materials.						
Anti-requisites	NIL						
Course Description	This course provides an in-depth exploration of gender beyond traditional binaries, addressing key societal and cultural constructs. It delves into the intersectional nature of gender identity, examines gender roles across various contexts, and investigates the politics surrounding gender stereotypes. Students will engage with contemporary debates, feminist and masculinist theories, and real-world gender dynamics, with a focus on both activism and societal change.						
Course Objective	The objective of this course is to provide students with a comprehensive understanding of gender as a dynamic, socially constructed concept that extends beyond the binary framework. Through critical engagement with gender roles, intersectionality, and the socio-political forces shaping gender identity and expression, students will examine the complexities of gender in contemporary society. The course aims to foster awareness of the harmful effects of gender stereotypes and toxic ideologies, while empowering students to advocate for inclusivity, allyship, and safe spaces.						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**. Define key concepts related to gender, such as sex, gender, gender identity, and expression. **CO2**. Explain the social construction of gender and describe the role of intersectionality in shaping gender identities and experiences across different cultures and contexts. **C03**. Employ gender-sensitive approaches to look at real-world situations like media, workplaces, and family life, and spot gender biases or stereotypes. **C04**. Examine the impact of gender norms on mental health and societal structures, considering factors like race, class, and ability, and assess the consequences of toxic masculinity and feminist exclusion.						
Course Content:							
Module 1	**Unpacking Gender: Beyond the Binary**	**Assignment**	**(Individual Presentation + Reflection Worksheet)**		**8 Sessions**		

1. Sex vs Gender: Beyond the Binary
2. Social construction of gender and performativity
3. Spectrum of gender identities and expressions
4. Myths and Misconceptions

Module 2	**Toxic Extremes and Gender Politics**	**Assignment**	**(Group Debate)**	**8 Sessions**

1. Intersectionality: Gender, Caste, Class, Race, and Ability
2. Understanding Patriarchy and matriarchy
3. Masculine toxicity: hyper masculinity, incel culture, emotional suppression
4. Feminist toxicity: exclusionary feminisms, digital cancel culture

Module 3	**Stereotypes and Scripts: Gender in Literature and Popular Media**	**Assignment**	**Group Presentation + Creative Poster)**	**8 Sessions**

1. Gendered tropes in literature and media
2. The hero, the stoic man and the damsel, the seductress
3. Body Politics and Beauty Standards
4. Queer Narratives and Digital Activism
5. Representation vs Tokenism

Module 4	**Living Gender, Shaping Change: From Daily Realities to Social Action**	**Assignment**	**(Group Presentation + Creative Poster)**	**8 Sessions**

1. Gender and Language
2. Gender Roles in Family, Education, and the Workplace
3. Mental Health and Gender-(Online/Offline)
4. Role of Education, Policy, and Community
5. Allyship, Advocacy and Safe Spaces

Targeted Applications & Tools that can be used:

Applications: Social advocacy campaigns, community-based gender awareness projects, educational policy-making, media and public relations strategies, corporate training on diversity.

Tools: Online surveys, digital storytelling platforms, multimedia content creation (e.g., video, infographics), gender-sensitive analysis tools (e.g., media analysis frameworks, intersectional analysis models).

Project Work/ Assignment:

- **Individual Presentation + Reflection Worksheet:** "When did I first become aware of my gender?"
- **Group Debate:** How Does Gender Politics Impact Inclusivity/The Role of Gender Politics in Shaping Inclusive Spaces
- **Creative Poster:** Multimedia storytelling, "My online gendered self" or Build a mock digital gender-sensitivity posters.
- **Awareness Campaign (Online + Offline):** Creative Reimagine gender justice*:* Propose allyship, challenge a stereotype, represent lived experiences, or visualise a safer, more inclusive world through a digital poster or zine, a photo essay, a short comic strip or graphic story, a spoken word piece or monologue, an Instagram carousel (with captions) advocating a micro-change, or a short video reel or animation (1–2 min) and offline campus campaign-offline.

Text Book(s):

- T1: Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.
- T2: Crenshaw, Kimberlé**.** *On Intersectionality: Essential Writings*. The New Press, 2017.
- T3: Gill, Rosalind. *Gender in the Media*. Polity, 2007.
- T4: hooks, bell. *Feminism Is for Everybody: Passionate Politics*. South End Press, 2000.
- T5: hooks, bell. *The Will to Change: Men, Masculinity, and Love*. Washington Square Press, 2004.
- T6: Johnson, W. Brad, and David G. Smith. *Creating Gender-Equitable Workplaces: A Guide for Leaders*. Wiley, 2016.
- T7: Kimmel, Michael. *The Gendered Society*. Oxford University Press, 2000.
- T8: Lorber, Judith. *The Social Construction of Gender*. Sage Publications, 1994.
- T9: Teich, Nicholas M. *Transgender 101: A Simple Guide to a Complex Issue*. Columbia University Press, 2012.
- T10: Urquhart, Jack. *Toxic Masculinity: A Primer*. New York University Press, 2020.
- T11: Walby, Sarah E. *Gender Justice: Concepts, Approaches, and Challenges*. Polity Press, 2018.
- T12: Zeisler, Andi. *Feminism and Pop Culture*. Seal Press, 2008.

Reference Books, Articles, Movies, and Documents:

- R1: "13th**."** Directed by Ava DuVernay, Netflix, 2016.
- R2: "Creating Gender-Equitable Workplaces: A Guide for Leaders." By W. Brad Johnson and David G. Smith, Wiley, 2016.

- R3: "Disclosure." Directed by Sam Feder, Netflix, 2020.
- R4: "Feminism and Pop Culture." By Andi Zeisler, Seal Press, 2008.
- R5: "Gender Justice: Concepts, Approaches, and Challenges." By Sarah E. Walby, Polity Press, 2018.
- R6: "Miss Representation." Directed by Jennifer Siebel Newsom, Girls Club Entertainment, 2011.
- R7: "The Color Purple." Directed by Steven Spielberg, Warner Bros., 1985.
- R8: "The Danish Girl." Directed by Tom Hooper, Universal Pictures, 2015.
- R9: "The Hunger Games." Directed by Gary Ross, Lionsgate, 2012.
- R10: "The Mask You Live In." Directed by Jennifer Siebel Newsom, The Representation Project, 2015.
- R11: "The Second Sex." By Simone de Beauvoir, Vintage Books, 2011 (originally published in 1949).
- R12: "The Gender Knot." Podcast, hosted by Kim and Samantha, Gender Knot Media, 2020.

Online Resources (e-books, notes, ppts, video lectures etc.):
- "A Brief History of Feminism." *Feminist Majority Foundation*, 2020, www.feminist.org/welcome/fmf/.

- "Gender and Sexuality." *American Psychological Association*, 2020, www.apa.org/topics/gender-sexuality.

- "Gender Identity and Sexual Orientation." *Human Rights Campaign*, 2021, www.hrc.org/resources/gender-identity-and-sexual-orientation.

- "Gender and Media." *University of California, Berkeley, Media Studies Program*, 2021, mediastudies.berkeley.edu/gender-and-media/.

- "Intersectionality." *The University of Chicago*, 2021, www.intersectionality.com/.

- "Theories of Gender and Sexuality." *Stanford Encyclopedia of Philosophy*, 2020, plato.stanford.edu/entries/gender/.

- "Toxic Masculinity." *The Good Men Project*, 2019, goodmenproject.com/category/arts/masculinity/.

- "Understanding Gender." *Gender Spectrum*, 2021, genderspectrum.org/understanding-gender/.

- "What is Intersectionality?" *University of California, Los Angeles (UCLA) Center for the Study of Women*, 2021, csw.ucla.edu/research/intersectionality/.

- "What is Queer Theory?" *The Conversation*, 2020, theconversation.com/what-is-queer-theory-130602.

Topics relevant to the development of 'EMPLOYABILITY SKILLS': The *Social Constructs of Gender* course fosters key employability skills such as inclusive communication, critical thinking, emotional intelligence, and cultural competence. By exploring topics like gender roles, intersectionality, workplace dynamics, and allyship, students gain awareness of diversity and equity issues essential for modern professional environments. The course also enhances digital literacy, teamwork, and ethical leadership—skills highly valued across sectors committed to inclusive and responsible practices.

Catalogue prepared by	**Dr. Mahantamma**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
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Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: ENG1023	Course Title: Writing using AI Type of Course: AECC		L-T-P-C	3-0-2-4
Version No.	1.0			
Course Pre-requisites	Basic PUC Level English			
Anti-requisites	NIL			
Course Description	This course introduces students to the dynamic intersection of Artificial Intelligence and writing practices. It explores how AI tools like ChatGPT, Grok, DeepSeek, Claude, Gemini, Grammarly, Quill Bot, and others can support the creative, academic, and professional writing process. Students will learn to critically engage with AI generated content, develop effective prompts, and ethically use AI in writing tasks such as storytelling, content creation, copywriting, and academic writing. Emphasis will be placed on enhancing human creativity and communication with AI collaboration, preparing students for evolving digital writing landscapes.			
Course Objective	The objective of the course is Skill Development of student, developing linguistic appreciation for dialects, varieties, and contact languages, conducting field study and analysing real life language data from a sociolinguistic point of view, through Participative Learning techniques.			
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1. Recall** the evolution, types, and key applications of AI tools in creative, academic, and professional writing. **CO2. Explain** prompt engineering strategies and the role of context, tone, and genre in generating AI-assisted writing. **CO3**. **Use** AI tools to produce creative, academic, and professional texts that demonstrate originality and clarity. **CO4**. **Refine** AI-generated content by applying post-editing techniques to improve coherence, tone, and accuracy. **CO5**. **Demonstrate** responsible use of AI by creating a portfolio that integrates ethical writing practices with AI assistance**.**			
Course Content: Theory				
Module 1	Foundations of AI and Writing	Quiz		9 sessions

1. Evolution of AI in writing: from typewriters to ChatGPT
2. Human vs. AI writing: collaboration & challenges
3. Key AI tools: ChatGPT, Grammarly, QuillBot, Jasper, Copy.ai
4. Ethical concerns: originality, authorship, bias, academic integrity

Module 2	Prompt Engineering & Instruction Design	Prompt Battle	9 Sessions

1. Prompt-response dynamics
2. Types of prompts: open-ended, closed-ended, iterative
3. Structuring prompts for different genres (story, essay, report, poetry)
4. Parameters: tone, audience, format, context layering

Module 3	AI in Creative, Academic & Professional Writing	AI Workplace Draft	9 Sessions

1. Creative writing: ideas, characters, dialogues, poetry
2. Academic writing: outlines, thesis statements, paraphrasing, citations
3. Professional writing: emails, cover letters, bios, website copy

Module 4	Reviewing, Editing & Critiquing AI-Generated Content	AI Red Pen	9 Sessions

1. Assessing coherence, tone, bias in AI content
2. Common pitfalls: hallucinations, vagueness, repetition
3. Post-editing strategies & fact-checking
4. AI as an assistant vs. replacement

Module 5	Project & Ethical Application	Mini Project	9 Sessions

1. Responsible AI use in academia & publishing
2. Copyright, plagiarism, and originality concerns
3. Case studies: AI in journalism, marketing, education
4. Future of writing with AI

Course Content: Practical Sessions			
Module 1	Foundations of AI and Writing	Quiz	6 Sessions

1. Tool familiarization workshop (Grammarly, ChatGPT, QuillBot)
2. Comparative writing task (human-only vs AI-assisted)

3. Group discussion: "Should AI be credited as a co-author?"

Module 2	Prompt Engineering & Instruction Design	Prompt Battle	6 Sessions

1. Prompt Remix Contest
2. Hands-on workshop: creating genre-based prompts
3. Mini project: generate multiple versions of one text with varied tones

Module 3	AI in Creative, Academic & Professional Writing	AI Workplace Draft	6 Sessions

1. Story co-creation with AI (student + ChatGPT)
2. Academic writing lab: paraphrasing and proofreading with AI
3. Professional writing drill: draft an email/LinkedIn bio with AI assistance

Module 4	Language Variation	Report	6 Sessions	

1. Human-AI Editing Sprint (students edit AI drafts)
2. Peer-review workshop: students critique each other's AI-assisted work
3. Bias-spotting exercise in AI outputs

Module 5	Data Collection and Analysis	Project	Field Survey	6 Sessions

1. Mini Project: Create an AI-assisted portfolio (creative + academic + professional writing samples)
2. Presentation & defense of projects
3. Reflection journal: "How AI changed my writing process"

Targeted Application & Tools that can be used:

 ChatGPT, Claude, Grok, Deepseek, Gemini, Perplexity, Sudowrite, Copy.ai, QuilBot, Grammarly, Hemingway, GPTZero

Project work/Assignment:

Assignment 1: Quiz + Case Study: Perceptions of "prestige" in social identity of your own language

Assignment 2: Group Discussion: The Contact Language situation in India +   Report on Sociolinguistic Variable Analysis

Assignment 3/Project: Field Survey

References

- R1. Floridi, L., & Cowls, J. (2019). The ethics of AI: A framework for discussing the impact of artificial intelligence on writing and communication. AI & Society, 35(3), 365–372. https://doi.org/10.1007/s00146-019-00950-1
- R2. Marcus, G., & Davis, E. (2019). Rebooting AI: Building artificial intelligence we can trust. Pantheon.
- R3. OpenAI. (2023). Prompt engineering guide: Designing better inputs for better outputs. OpenAI Technical Documentation. https://platform.openai.com/docs/guides/prompting
- R4. Reynolds, E., & McDonough, J. (2021). Crafting effective prompts: A pedagogical approach to writing with AI. Journal of Writing Analytics, 5, 47–66. https://doi.org/10.37514/JWA-J.2021.5.1.03
- R5. Roose, K. (2023). How AI is changing creative writing. The New York Times. https://www.nytimes.com/interactive/2023/technology/ai-creative-writing.html
- R6. Smith, A., & Johnson, C. (2022). Human-AI collaboration in academic writing: A case study. Computers and Composition, 63, 102734. https://doi.org/10.1016/j.compcom.2022.102734
- R7. Zeller, T. (2022). Editing AI-generated content: Practical strategies for educators and students. Journal of Educational Technology Systems, 51(1), 5–22. https://doi.org/10.1177/00472395221106349
- R8. Wardle, E., & Downs, D. (2019). Writing about writing: A college reader (3rd ed.). Bedford/St. Martin's.

Topics Relevant to "employability": AI-assisted content creation (emails, resumes, copywriting), Prompt engineering skills, Editing and refining AI outputs, Portfolio development with AI, Workplace productivity with AI tools

Topics Relevant to "Human Values and Professional Ethics": Ethical use of AI in writing, Originality, authorship, and plagiarism concerns, Responsible use in academia and work, Avoiding bias and misrepresentation, Balancing human creativity with AI

Catalogue prepared by	**Dr. Tychicus P David**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
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PRESIDENCY UNIVERSITY

GAIN MORE KNOWLEDGE
REACH GREATER HEIGHTS

Course Code: PSY2002	Course Title: Cognitive Psychology Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	PSY1003 - Biopsychology					
Anti-requisites	Nil					
Course Description	This course builds upon foundational knowledge in sensation, perception, memory, learning, and thinking, offering students a deeper exploration into the mechanisms and applications of cognitive psychology. It focuses on advanced topics such as attention and consciousness, memory systems, language processing, problem-solving, and cognitive neuroscience. Students will engage with contemporary theories, empirical research, and real-world applications that highlight the dynamic nature of cognition.					
Course Objective	• To explore advanced cognitive processes and their theoretical foundations. • To understand the neurological and psychological mechanisms underlying attention, memory, and language. • To apply cognitive theories to real-world problems in decision-making and problem-solving. • To analyze the role of cognitive neuroscience in understanding behavior and mental processes.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: To recall key models and terminology related to attention, memory, and language processing. **CO2**: To explain the cognitive mechanisms and neural correlates of advanced psychological functions. **CO3**: To use cognitive theories to interpret behaviors and solve problems in academic or applied settings. **CO4**: To critically evaluate cognitive models and research findings in the context of neuroscience and real-world applications.					
Course Content:	Cognitive Psychology					
Module 1	**Problem Solving, Decision Making & Memory Systems**	Assignment		10 Sessions		

- Problem-solving strategies and heuristics, Insight and creativity, Deductive and inductive reasoning, Judgment under uncertainty, Cognitive biases and fallacies, Neurocognitive basis of decision-making.
- Working memory models (Baddeley & Hitch), Episodic vs. semantic memory, Autobiographical memory and flashbulb memories, Prospective memory and metamemory, memory distortions and false memories,   Neuropsychology of memory (amnesia, Alzheimer's)

Module 2	Language and Cognition	Assignment	10 Sessions

- Structure of language: phonology, morphology, syntax, semantics, pragmatics; Language acquisition and development; Speech perception and production; Reading and comprehension processes; Bilingualism and cognitive flexibility; Language disorders (aphasia, dyslexia)

Module 3	Cognitive Neuroscience	Assignment	10 Sessions

- Brain imaging techniques (fMRI, EEG, PET), Cognitive functions and brain regions, Neuroplasticity and learning, Cognitive aging and decline
- Mirror Neurons and Social Cognition: Empathy, imitation, and understanding others' intentions
- Neuroethics: ethical implications of cognitive enhancement and neural data usage

Module 4	Applications of Cognitive Psychology in education, Therapy & Computer Science	Assignment	10 Sessions

- Cognitive Psychology in Education: Cognitive load theory, Instructional design and learning strategies, Metacognition and self-regulated learning
- Cognitive Psychology in Clinical Settings: Cognitive Behavioral Therapy (CBT), cognitive distortions and restructuring, neuropsychological assessments
- Human-Computer Interaction (HCI): Usability and cognitive ergonomics, Interface design and user experience, Attention and memory in digital environments

Module 5	Applications of Cognitive Psychology in law, marketing & rehabilitation	Assignment	10 Sessions

- Cognitive Psychology in Legal and Forensic Contexts: Eyewitness testimony and memory reliability,   Decision-making in juries, Cognitive biases in legal judgments
- Cognitive Psychology in Marketing and Consumer Behavior: Attention and perception in advertising,   Decision-making and heuristics in consumer choices, Neuromarketing and cognitive responses
- Cognitive Enhancement and Rehabilitation: Brain training and cognitive apps, rehabilitation for cognitive impairments, Role of neuroplasticity in recovery

Targeted Application & Tools that can be used:	
CogLab (Online Cognitive Experiments Platform), Trello or Miro (Collaborative Mapping Tools)	
Project Work/ Assignment:	
Choose 3 cognitive biases (e.g., confirmation bias, anchoring, availability heuristic) and describe real-life situations where these biases influenced your decisions.	
To apply cognitive psychology principles in designing a strategy for improving learning, memory, or decision-making.	
Text Book(s):	
Sternberg, R. J., & Sternberg, K. (2012**).** Cognitive Psychology (6th ed.). Belmont, CA: Wadsworth Cengage Learning.	
Reference Book (s):	

- Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook (8th ed.). Psychology Press.
- Solso, R. L., MacLin, O. H., & MacLin, M. K. (2008). Cognitive Psychology (8th ed.). Pearson Education.
- Matlin, M. W. (2009). Cognition (7th ed.). Wiley.

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in cognitive neuropsychology, clinical psychology.

Catalogue prepared by	**Ms. Meera Ruxana**
Recommended by the Board of Studies on	**1st BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: PSY1006	Course Title: Counseling Psychology Type of Course: Theory and Practice	L-T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	Students enrolling in this course should have a basic understanding of basic concepts in psychology and an interest in human behaviour and cognition.					
Anti-requisites	Nil					
Course Description	This course introduces students to the foundational principles, processes, and practices of Counseling Psychology. It explores the theoretical underpinnings of counseling, ethical and legal standards, and the personal and professional qualities of effective counselors. Students will engage with diverse counseling populations, develop core counseling skills, and understand the dynamics of the counseling relationship. The course also covers psychological testing, assessment, and various counseling types including career, family, and addiction counseling. Emphasis is placed on consultation, supervision, and counselor well-being, preparing students for real-world challenges in professional settings. Through interactive assignments, case studies, and practical applications, learners will gain a holistic understanding of counseling psychology and its relevance in contemporary mental health care.					
Course Objective	1. To understand the foundational theories and models of counseling psychology. 2. To explore ethical, legal, and professional standards in counseling practice. 3. To develop core counseling skills applicable to diverse populations. 4. To examine the role of assessment, supervision, and counselor well-being in professional practice.					
Course Outcomes	**On successful completion of this course, the students shall be able to**: **CO1**: Identify key concepts, models, and ethical standards in counseling psychology. **CO2**: Demonstrate counseling techniques during simulated sessions and role plays. **CO3**: Evaluate counseling processes and client interactions across diverse populations. **CO4**: Design a counseling plan incorporating assessment tools and ethical considerations.					
Course Content:	Counseling Psychology					
Module 1	**Foundations of Counseling Psychology**	Assignment	12 Sessions			

| 1 | Introduction: Psychotherapy, Guidance & Counseling, Personal Qualities of an Effective Counselor & Qualifications, Professional aspects of helping: Three levels of helping & helping professions, Systems of counseling: Developmental/wellness perspective, Medical/pathological model. |
| 2 | Ethical standards in counseling, professional codes of ethics and standards of conduct, legal aspects of counseling in India: Rehabilitation Council of India (RCI), National Commission for Allied Health Care Professionals, Mental Health Policy (2014), Mental Health Care Act, 2017 |

Module 2	Counseling process	Assignment	10 Sessions

1	Counseling diverse population ,
2	Factors influencing counseling process,
3	Initial interview: Types, Conducting Initial interview, Goal identification, Counselor Skills in working stage, Transference & countertransference
4	Closing counseling relationship: Issues, follow-up and referral

Module 3	Testing, assessment & diagnosis in counseling & Types of counseling	Assignment	12 Sessions

| 1 | The problems and potential of using tests in counseling, Qualities of good tests, Classifications of tests, Administration and interpretation of tests. |
| 2 | Career counseling, couple & family counseling, School & College counseling, Substance abuse, Addiction & Disability counseling. |

Module 4	Consultation, Supervision & well-being of the professional	Assignment	11 Sessions

1	The differences & similarities between consultation and counseling, Direct and indirect consultation and stages in the consultation process, Specific areas of consultation (e.g educational, agency), nature and importance
2	of supervision and major models of supervision.
3	Occupational Hazards of counseling, Stress, Burnout in counselors, Warning Signs of Occupational Stress, Preventive & protective steps towards well-being

Targeted Application & Tools that can be used:

- Google Scholar, Zotero, Mendeley (for literature review), Canva (for visual presentations), Padlet (for collaborative ethics boards), Role-play simulations, Zoom/Google Meet (for mock interviews), OBS Studio (recording sessions), Mentimeter (feedback collection)

Project Work/ Assignment:

- Reflective essay on personal qualities of an effective counselor and ethical dilemmas in Indian context.
- Conduct and document a mock initial interview with goal setting and skill demonstration.
- Develop a comprehensive counseling case study including assessment, diagnosis, intervention plan, and follow-up strategy for a chosen population (e.g., school children, substance abuse clients).

Text Book(s):

- Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education
- Murphy, D. (Ed.). (2017). Counselling psychology: A textbook
- Egan, G. (1994). The skilled helper: A problem-management, 5th Edition

Reference Book (s):
Corey, G. (1996). Theory and practice of counselling and psychotherapy (5 th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in organizations in Human Resource.

Catalogue prepared by	**Ms. Meera Ruxana**
Recommended by the Board of Studies on	**1st BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: ENG2024	Course Title: Indian Literature in English	L- T-P- C			
			4	0	0	4
Version No.	1.0				
Course Pre-requisites	ENG1017 – Introduction to Literary Studies				
Anti-requisites	NIL				
Course Description	This course offers a chrono-thematic exploration of Indian literature from its oral and folkloric roots to the diverse modernist expressions. Through texts spanning multiple Indian languages in English translation, students will engage with key literary movements and moments—oral storytelling traditions, colonial encounters, nationalist writings, Partition narratives, caste and class critique, experimental modernism, and even digital narratives. The course emphasizes literary representations of marginality, resistance, identity, and social transformation. Students will critically analyze works by authors such as A.K. Ramanujan, Mahasweta Devi, Rabindranath Tagore, Saadat Hasan Manto, Kamala Das, and U.R. Ananthamurthy, among others, to understand how literature responds to and shapes Indian socio-political realities.				
Course Outcomes	**On successful completion of the course, students shall be able to:** **CO1**. Demonstrate understanding of the evolution of Indian literature in relation to historical and cultural shifts. **CO2**. Students will critically analyze literary and cultural representations of nation, freedom, and partition to understand their historical, social, and political contexts. **CO3**. Students will examine how literary and cultural texts represent gendered identities and voices, fostering critical insights into issues of power, identity, and representation. **CO4**. Students will explore literary and cultural expressions of diaspora and global voices, analyzing themes of migration, identity, belonging, and cross-cultural exchange.				

	CO5. Students will engage with contemporary and critical perspectives in literature to analyze evolving debates on identity, culture, and society through diverse theoretical and literary frameworks.

Module 1	**Context and Origin**			**12 Sessions**

Key Topics:

- Folktales from India – Oral storytelling traditions (Selected stories: 4 folktales)
- Adivasi life and exploitation
- Rise of Indian Writing in English – colonial encounter, early poets and novelists.
- Issues of language, audience, and authenticity.

Primary Readings:
Prose

- *The Tiger and the Brahmin* (a popular Panchatantra-type tale, widely anthologized)
- *Tenali Raman and the Learned Men* (South Indian wit tale)
- *Why the Sky is So High* (North-Eastern folktale)
- *The Legend of Birbal's Khichdi* (Akbar–Birbal tale)

Poetry

- Henry Derozio – "The Harp of India"
- Toru Dutt – "Our Casuarina Tree"
- Sarojini Naidu – "The Bangle Sellers"

Essay

Ngũgĩ wa Thiong'o, *Decolonising the Mind* (though African, important comparative framework)

Module 2	**Nation, Freedom and Partition**	**12 Sessions**

Key Topics:

- Writing the nation: independence and trauma of Partition.
- Nationalism and the role of literature in shaping the idea of India.
- Colonial encounter: realism, reform, and Gandhian influence.

- Fiction as a mirror of society.

<u>Primary Readings:</u>

- Rabindranath Tagore – Gitanjali (Poetry) (Selected poems: 1, 5, 11, 35, 60), Ghare-Baire (Novel)

- *Toba Tek Singh* by Manto

- R.K.Narayan- *The Guide*

- Rokeya Sakhawat Hossain – Sultana's Dream (Sci-Fi Short Story)

- Jyotiba Phule – Slavery (Marathi Essay)

Module 3	**Gender and Voice**	**12 Sessions**

<u>Key Topics:</u>

- Women as writers in Indian English literature.
- The female body, sexuality, and resistance.
- Confessional and autobiographical modes.

<u>Primary Readings:</u>
- Kamala Das – poems from *Summer in Calcutta ("An Introduction", "The Looking Glass")*
- Ismat Chughtai – Lihaf (short story)
- Amrita Pritam – Pinjar (Novel - Selected excerpts)
- Eunice De Souza – Poems ("Advice to Women", "Marriages are Made")
- Ambai – A Night with the Black Goddess (Feminist short stories)

Module 4	**Diaspora & Global Voices**	**12 Sessions**

<u>Topics</u>

- What is diaspora? Migration, exile, hybridity.
- Themes of identity, belonging, and nostalgia.
- India as homeland vs global citizenry.

<u>Primary Readings:</u>

- Salman Rushdie – *Imaginary Homelands* (essay, selected passages).
- V.S. Naipaul – *An Area of Darkness* (extracts on displacement and alienation).
- Bharati Mukherjee – short story "The Middleman."
- Vikram Seth – poems from *Mappings* (on exile and belonging).

Module 5	Contemporary & Critical Perspectives	12 Sessions

Key Topics:
- New voices, Dalit writing in English, popular fiction vs "literary" fiction.
- The "Anxiety of Indianness
- Market, readership and the question of literary value
- Tension between mass appeal and critical acclaim

Primary Readings :
- Meena Kandasamy – poems from *When I Hit You*.
- Jeet Thayil – *Narcopolis* (extracts on addiction, marginality, urban life).
- G.N. Devy – *After Amnesia* (extracts).
- Meenakshi Mukherjee – *The Anxiety of Indianness*.

References
- Ramanujan, A. K., translator. Folktales from India: A Selection of Oral Tales from Twenty-two Languages. Pantheon Books, 1991.
- Mohanty, Gopinath. Paraja. Translated by Bikram K. Das, Oxford University Press, 1987.
- Devi, Mahasweta. "Draupadi." Translated by Gayatri Chakravorty Spivak, Breast Stories, Seagull Books, 1997, pp. 19–39.
- Gangopadhyay, Sunil. Those Days. Translated by Aruna Chakravarti, Penguin Books India, 1997.
- Tagore, Rabindranath. Gitanjali: Song Offerings. Translated by the author, Macmillan, 1913.
- (For classroom use, you may specify selected poems: 1, 5, 11, 35, 60.)
- Tagore, Rabindranath. The Home and the World. Translated by Surendranath Tagore, Macmillan, 1919.
- Chattopadhyay, Bankim Chandra. Anandamath: The Abbey of Bliss. Translated by Julius J. Lipner, Oxford University Press, 2005.
- Chattopadhyay, Sarat Chandra. Devdas. Translated by Sreejata Guha, Penguin Books India, 2002.
- Bharati, Subramania. Firelets. Translated by Usha Rajagopalan, Sahitya Akademi, 2012.
- (Include "Puthiya Athichudi" as the specific poem/chapter used.)
- Manto, Saadat Hasan. "Toba Tek Singh." Kingdom's End and Other Stories, translated by Khalid Hasan, Verso, 1987, pp. 8–15.

- Chughtai, Ismat. "Lihaf (The Quilt)." The Quilt and Other Stories, translated by M. Asaduddin, Penguin Books, 2004, pp. 1–11.
- Pritam, Amrita. Pinjar: The Skeleton and Other Stories. Translated by Khushwant Singh, Tara Press, 2005.
- Hyder, Qurratulain. River of Fire. Translated by the author, New Directions, 1998.
- (Originally published as Aag Ka Darya in Urdu in 1959.)
- Karnad, Girish. Tughlaq. Oxford University Press, 1972.
- Tendulkar, Vijay. Ghashiram Kotwal. Translated by Jayant Karve and Eleanor Zelliot, Seagull Books, 1984.
- Sircar, Badal. Ebong Indrajit: And Indrajit. Translated by Girish Karnad, Seagull Books, 2006.

Essential Readings

- Mukherjee, Meenakshi. The Twice Born Fiction: Themes and Techniques of the Indian Novel in English. Arnold-Heinemann, 1971.
- Devy, G. N. After Amnesia: Tradition and Change in Indian Literary Criticism. Orient Longman, 1992.
- Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. Verso, 1992.
- Butalia, Urvashi. The Other Side of Silence: Voices from the Partition of India. Penguin Books India, 1998.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" Marxism and the Interpretation of Culture, edited by Cary Nelson and Lawrence Grossberg, University of Illinois Press, 1988, pp. 271–313.
- Menon, Ritu, and Kamla Bhasin. Borders & Boundaries: Women in India's Partition. Kali for Women, 1998.
- Ong, Walter J. Orality and Literacy: The Technologizing of the Word. Methuen, 1982.

Catalogue prepared by	Dr. Jyoti Parameswaran
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG2023	Course Title: Postcolonial Literatures Type of Course: AECC	L- T -P- C	4	0	0	4

Version No.	1.0
Course Pre-requisites	ENG1017 - Introduction to Literary Studies
Anti-requisites	NIL
Course Description	The aim of the course is to foster an understanding of contemporary global geopolitics within the context of the West's imperial legacy. Students will examine and analyse texts from nations formerly colonised by the West to understand the cultural legacies left by the experience and how they continue to affect modern life. Texts will range from the period of high imperialism in the 19th century to contemporary 21st century novels dealing with neocolonialism to be read alongside seminal works of postcolonial theory and criticism. This will allow students to develop a holistic understanding of the Global North's colonial legacy and how it continues to impact the modern world. Through assignments, case studies and group discussions, students will be able to develop an understanding of the nuances of postcolonial literature and the significant role these play in reconstructing national identity, challenging Western grand-narratives and imagines liberty from oppression in diverse circumstances.
Course Objective	1. Critically engage with postcolonial theory by introducing modern socio-political nuances. 2. Analyse historical socio-political and socio-economic conditions that led to the rise of colonialism and its ultimate collapse. 3. Address the consequences of colonisation and subsequent decolonisation of a nation. 4. Engage with the legacy of imperialism such as genocide, epistemic and cultural violence, racism, discrimination, caste politics and gender norms. 5. Critically approach the topics of nationalism patriotism and nativism in terms of their contribution to the decolonial endeavour. 6. Apply theoretical knowledge and critical frameworks to analyse texts from various postcolonial nations. 7. Engage with contemporary geopolitical events to contextualise them within the framework of postcolonial theory.

	8. Develop the ability to approach power structures critically and contextualise language debates and conflicts over regional identities. 9. Develop critical thinking and research-focussed skills through structured assignments and presentations.			
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**. Understand what it means to be postcolonial and approach the term critically. **CO2**. Demonstrate knowledge of diverse postcolonial texts and their socio-political contexts. **CO3**. Examine these texts within the framework of postcolonial theory. **CO4**. Engage with the legacy of imperialism and the extent of success decolonial endeavours have achieved. **CO5**. Contextualise contemporary global events within the framework of neocolonialism.			
Module 1	**Introduction to Postcolonial Theory**	**Assignment**	**Film analysis: Avatar**	**12 Sessions**

- Historical context of imperialism and colonialism
- What does it mean to be postcolonial?
- Postcolonial literature – a field of study or a canon of texts?
- Theoretical Framework – Michel Foucault and Edward Said
- Key introductory terms: hegemony, epistemic violence, Orientalism, the other

Texts:
- *Robinson Crusoe* – Daniel Defoe (selected excerpts)
- *Heart of Darkness* – Joseph Conrad

Theoretical Reading:
- *Discipline and Punish* – Michel Foucault (selected excerpts)
- *Orientalism* – Edward Said (selected excerpts)

Module 2	**Literature as Decolonial Endeavour**	**Assignment**	**Mind-mapping: Historical Contexts of Postcolonial Literature**	**12 Sessions**

- Rise of the postcolonial novel
- Development of postcolonial literatures
- Decolonisation through writing

- Incorporating oral tradition in postcolonial literature

Texts:
- *Things Fall Apart* – Chinua Achebe
- *Wide Sargasson Sea* – Jean Rhys
- "A Far Cry from Africa" – Derek Walcott (selected poems)

Theoretical Reading:
- *The Empire Writes Back* – Ashcroft, Griffiths and Tiffin (selected excerpts)
- *The Postcolonial Historical Novel* – Hamish Dalley (selected excerpts)

Module 3	**Nation and Nationalism**	**Assignment**	**Short Essay on Nation and Nationalism**	**12 Sessions**

- Understanding 'nation' and 'nation-state'
- National identity construction in postcolonial nations
- (Re)constructing national identity – nationalism vs. nativism
- Approaching nationalism critically – Tagore and Fanon

Texts:
- *The Home and the World* – Rabindranath Tagore
- *Midnight's Children* – Salman Rushdie
- *Khamosh Pani* (film) – Sabiha Sumar

Theoretical reading:
- *Nations and Nationalism* – Ernest Gellner (selected excerpts)
- *Imagined Communities* – Benedict Anderson (selected excerpts)
- "Whose Imagined Community" – Partha Chatterjee
- "The Pitfalls of National Consciousness" from *The Wretched of the Earth* – Frantz Fanon

Module 4	**The Settler and the Diaspora**	**Assignment**	**Film analysis:** *Namastey London*	**12 Sessions**

- Mimicry and hybridity
- Differentiating imperial coloniser and settler coloniser
- Historical context of North American, South African and Australian 'settlements'
- Diaspora and identity crises

Texts:
- *Interpreter of Maladies* – Jhumpa Lahiri (selected stories)
- *That Dead Man Dance* – Kim Scott

Theoretical Reading:

- "Can the Subaltern Speak?" – Gayatri Chakravorty Spivak
- "On the Abolition of the English Department" – Ngugi wa Thiong'o
- "Of Mimicry and Man: The Ambivalence of Colonial Discourse" – Homi Bhabha
- "Cultural Identity and Diaspora" – Stuart Hall
- *The Location of Culture* – Homi Bhabha

Module 5	Contemporary Postcolonial Theory	Assignment	Final Research Paper Submission	12 Sessions

- Environmental Humanities
- The question of agency
- The issue of migration
- Questioning the postcolonial binary
- Postcolonial theory in Eastern Europe

Texts:

- *Gun Island* – Amitav Ghosh
- *Three Elegies for Kosovo* – Ismail Kadare

Theoretical Reading:

- *The Great Derangement: Climate Change and the Unthinkable* – Amitav Ghosh (selected excerpts)
- "Acts of Agency and Acts of God Discourse of Disaster in a Post-Colonial Society" – Rukmini Bhaya Nair
- "Is the Post- in Postcolonial the Post- in Post-Soviet? Toward a Global Postcolonial Critique?" – David Chioni Moore
- "The Postcolonial Migration State" – Kamal Sadiq and Gerasimos Tsourapas
- "Nesting Orientalisms: The Case of Former Yugoslavia" – Milica Bakic-Hayden

Project Work/Assignment:

- Quiz: Key Terms of Postcolonial Theory

- Mind-mapping: Historical Contexts of Postcolonial Literature

- Short Essay on Nation and Nationalism

- Film analysis: *Namastey London*

- Film analysis: *Avatar*

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Texts:

- Defoe, Daniel. *Robinson Crusoe*. Penguin Select Classics, 2024.
- Conrad, Joseph. *Heart of Darkness*. Penguin Select Classics, 2024.
- Achebe, Chinua. *Things Fall Apart*. Penguin Modern Classics, 2001.
- Rhys, Jean. *Wide Sargasso Sea*. Penguin Modern Classics, 2000.
- Walcott, Derek. "A Far Cry from Africa", 1962.
- Tagore, Rabindranath. *The Home and the World*. Penguin Modern Classics, 2005.
- Rushdie, Salman. *Midnight's Children*. Random House, 2006.
- Sumar, Sabiha. *Khamosh Pani*. Shringar Films, 2003.
- Lahiri, Jhumpa. *Interpreter of Maladies: Stories of Bengal, Boston and Beyond*. Harper Collins India, 2005.
- Scott, Kim. *That Dead Man Dance*. Picador, 2010.
- Ghosh, Amitav. *Gun Island*. Penguin, 2019.
- Kadare, Ismail. *Three Elegies for Kosovo*. Vintage, 2011.

Reference Texts:

- Foucault, Michel, 1926-1984. *Discipline and Punish: the Birth of the Prison*. New York: Pantheon Books, 1977.
- Said, Edward. *Orientalism*. Penguin Books India, 2001.
- Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures.* 2nd ed. Routledge 2002.
- Dalley, Hamish. *Postcolonialism and the Historical Novel: Allegorical Realism and Contemporary Literature of the Past in Nigeria, Australia and New Zealand*. Australian National University, 2013.
- Gellner, Ernest. *Nations and Nationalism*. Basil Blackwell, Oxford, 1983.
- Anderson, Benedict. Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso, 2006.
- Fanon, Frantz. *The Wretched of the Earth*. Grove Press, 1963.

Web Resources:

- **James Acaster on the Absurdity of the British Empire**
  https://youtu.be/x73PkUvArJY?si=Y8r4aOqqKMoiGGXN
- **22. Post-Colonial Criticism, Yale Courses**
  https://youtu.be/UarXGSuyyrw?si=Y-pA7QMALdzQii_h
- **Postcolonialism Today- Bill Ashcroft**

https://youtu.be/JgNeoWFNYGY?si=_efKrfMFkj6bRrwY

- **Edward Said interviewed by Salman Rushdie**
  https://youtu.be/vAmLNc_4VtE?si=lewX6ApZxuqGP5kN

- **Provincializing Europe: A Book's Postcolonial Itineraries (2000-2020) Dipesh Chakrabarty**
  https://youtu.be/nb1k8xxS1fA?si=L6MLEUQQE5UouMaU

- **"What is postcolonial literature?" – Prof. Ato Quayson FBA**
  https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/

- **Suggested MOOC course(s):**

- Postcolonial Literature by Prof. Sayan Chattopadhyay, IIT Kanpur

- https://onlinecourses.nptel.ac.in/noc21_hs48/preview

Topics relevant to real world skill development:
- Developing an in-depth understanding of society as it exists today.
- Learning to think critically and ask questions where necessary.
- Understanding power structures and cultivating empathy.

Topics relevant to employability:
- Making space for diverse perspectives and not succumbing to absolutism thereby exhibiting good teamwork and leadership.
- Being sensitive towards the marginalised sections of society and developing a desire to contribute to society through innovation and critical thinking.
- Strong sense of ethics and social responsibility.

Catalogue prepared by	Dr. Soham Mukherjee
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: PSY2001	Course Title: Social Psychology		L-T-P-C	3	0	2	4
	Type of Course: Theory and Practice						
Version No.	1.0						
Course Pre-requisites	**PSY1001 – Introduction to Psychology**						
Anti-requisites	Nil						
Course Description	This course focuses on the theories, research, and findings in social psychology, on areas of social cognition, attitudes, conformity, obedience, group processes, prejudice, and aggression. Students will gain insight into the social influences that shape behavior and the psychological mechanisms underlying social interactions.						
Course Objective	1. To facilitate enhanced understanding of social psychological concepts. 2. To demonstrate applications of social psychology in various social contexts. 3. To discuss and analyse cases in social psychology for experiential learning. 4. To appreciate interpersonal and group level psychological processes in the cultural context.						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**. Recall key concepts, research methods, and ethical considerations in social psychology. **CO2**. Explain theories of attribution and heuristics in social cognition, and interpret the role of schemas and priming. **CO3**. Apply theories of attitude formation and group behavior to real-life social scenarios. **CO4**. Critically analyze the origins and impact of stereotypes, prejudice, aggression, and social influence mechanisms.						
Course Content:	Social Psychology						
Module 1	**The science of Social Psychology**	Assignment	**10 Sessions**				

Social Psychology - the scientific focus on the behavior of individuals, the causes of social behavior and thought; Social Psychology – Advances at the Boundaries, Social Neuroscience, Social diversity Research methods in social psychology: Systematic Observation, Correlation, The Experimental Method, Ethics in research: Deception, Informed consent, debriefing

Module 2	Social Perception & Social cognition	Assignment	
			10 Sessions

- Social Perception: Meaning, Non-Verbal - Communication-Recognizing deception, Attribution - Definition and Theories (Jones and Davis theory of correspondent inferences and Kelly's theory of Causal attribution), Sources of error in attribution and applications of attribution theory
- Social Cognition: Meaning of social cognition, Heuristics: Representativeness, Availability, Anchoring and Adjustment, Status Quo Heuristic. Schemas-The Impact of Schemas on Social Cognition: Attention, Encoding, Retrieval; Priming; Schema Persistence, Automatic and Controlled Processing; Sources of Error in Social Cognition: Counterfactual Thinking and Magical Thinking; Affect and Cognition: Social Neuroscience

Module 3	Attitudes & Group behavior	Assignment	10 Sessions

- Attitude Formation: Classical Conditioning, Instrumental Conditioning, Observational Learning, Strength of Attitudes-Attitude Extremity, Attitude Certainty; Attitude change: Persuasion: Communicators, Messages, and Audiences, The Cognitive Processes Underlying Persuasion, Resisting Persuasion Attempts Cognitive Dissonance: Dissonance and Attitude Change, Alternative Strategies for Resolving Dissonance When Dissonance Is a Tool for Beneficial Changes in Behavior
- Groups - Definition. Behaviour in the presence of others-social facilitation and social loafing; Prosocial Behavior

Module 4	Stereotypes, Prejudice & Aggression	Assignment	10 Sessions

Stereotypes-Nature and origin- Beliefs about social groups-Gender stereotyping
Prejudice- Definition-origins of Prejudice- Discrimination - Prejudice in action. Techniques for countering effects of prejudice. Prejudice in Indian context
Aggression- Nature and definition. Causes - Social, personal and situational causes. Prevention of aggression. Bullying and cyber bullying

Module 5	Social Influence	Assignment	10 Sessions

Social Influence- Definition. Conformity-how groups and norms influence our behaviour. Compliance- Underlying principles and tactics to induce compliance. Obedience- Destructive obedience and why it occurs. Resisting the effects of destructive obedience

Targeted Application & Tools that can be used:

Collaborative Mapping Tool like Padlet for visualizing schemas, heuristics, and group behavior dynamics.   Students can create interactive boards to map out social cognition processes.
SPSS for analyzing survey data on attitudes, prejudice, or conformity.

Project Work/ Assignment:
Select case study/studies on allotted topic. Analysis of case study on Prejudice & Discrimination based on the four stages of prejudice & discrimination - antilocution (speaking against), avoidance (isolation, ostracism), discrimination(distinguishing differences), physical attack (hate crime), extermination (genocide, ethnic cleansing)
A theoretical/empirical paper on one of the aspects of Social Influence (Conformity/ Compliance/ Obedience)

Text Book(s):
Social Psychology (14th edition) by Nyla R Bransconme, Robert A Baron, Donn R. Byrne– Adapted by Preeti
Kapur, Pearson Publications.

Reference Book (s):
Social Psychology(11 th edition), David Myers, Mc Graw- Hill International Edition
Social Psychology (12th edition) by Shelly E. Taylor, Letitia Anne Peplau and David O Sears, Pearson Publications.

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in group dynamics, social work, and educational fields.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1st BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1028	Course Title: The Structure and Study of English Type of Course:		L-T-P-C	2-0-2-3
Version No.	1.0			
Course Pre-requisites	Basic PUC Level English			
Anti-requisites	NIL			
Course Description	This course is designed to provide students with a foundational understanding of the English language's structural components. The course explores key areas of linguistics, including phonetics and phonology, morphology, and syntax. Students will develop skills in analyzing language from a scientific perspective, examining its design features, writing systems, and levels of structural analysis. The course also covers fundamental concepts such as competence and performance, communicative competence, and various linguistic dichotomies (e.g., langue and parole, synchronic and diachronic). Through a combination of theoretical study and practical application, students will gain a deeper appreciation of the English language and enhance their analytical and critical thinking skills.			
Course Objective	The objective of the course is Skill Development of student, developing linguistic appreciation, analysis of real life language use, and developing proper pronunciation by using Participative Learning techniques.			
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1. Demonstrate** an understanding of structural analysis of language and basic linguistic concepts such as competence and performance, communicative competence, and key linguistic dichotomies. **CO2. Describe** the articulation of English sounds and transcribe words using IPA **CO3. Identify** patterns of word and sentence stress and intonation in English **CO4. Analyze** word formation processes in English, including derivation, inflection, and compounding **CO5. Apply** the basic concepts of X-bar theory to draw syntactic trees for simple English sentence structures			
Course Content: Theory				
Module 1	**Structural Components of English**	**Assignment**	**Case Study: On analysis of puns and emojis based on the concepts of signifier and signified**	**6 Sessions**

- A scientific perspective to language
- Design features of language
- Levels of structural analysis of language
- Basic Concepts: Competence and Performance, Communicative Competence, signifier and signified, langue and parole, synchronic and diachronic, syntagmatic and paradigmatic.

Module 2	Phonetics	Assignment	Phonetic transcription of language data	6 Sessions

- Introduction to Phonetics:
- Articulatory phonetics
- Classification of speech sounds
- Syllable structure
- Suprasegmentals
- Phonetic transcription (IPA) of English

Module 3	Stress and Intonation	Assignment	Prepare and perform a dramatic dialogue or narration using correct stress and intonation.	6 Sessions

- Introduction to stress
- Syllables and stress: definition and significance
- Word stress vs sentence stress
- Primary and secondary stress.
- Intonation Tones: falling, rising, fall-rise, rise-fall.

Module 4	Morphology	Assignment	Newspaper article	6 Sessions

- Morphemes and allomorphs.
- Word formation processes: Derivation, inflection, compounding.
- Types of morphemes: Free and bound, lexical and grammatical.
- Inflectional morphology of English
- Derivational morphology of English

Module 5	Syntax	Assignment	Tree diagrammatic representation of structurally ambiguous sentences	6 Sessions

- Word classes and syntactic categories
- Phrase structure rules
- Subject, verb, object, complement, specifier
- Constituency tests.
- Tree diagrammatic representation

Course Content: Practical Sessions

Module 1	Structural Components of English	Assignment	Case Study: On analysis of puns and emojis based on the concepts of signifier and signified	6 Sessions

1. **Design features of language**
   - Watch video clips of human and animal communication.
   - Fill a table comparing which of Hockett's features apply to each.
   - Group discussion: Which features are truly unique to human language?

2. **Signifier and Signified**
   - Analyze puns, and emojis: how meaning changes with context.
   - Case Study

Module 2	Phonetics	Assignment:	Phonetic transcription of language data	6 Sessions

1. **Articulatory Phonetics**
   - Hands-on familiarity with articulatory processes and sounds
   - Listening and repeating pronunciation using apps
2. **IPA Chart**
     - Phonetic Transcription (Group Work)

Module 3	Stress and Intonation	Assignment	Prepare and perform a dramatic dialogue or narration using correct stress and intonation.	6 Sessions

- **Identifying Word Stress**
  Pronunciation practice with stress-shifting word pairs
- **Intonation Recognition**
  Listen to dialogues and identify tone patterns.
- **Intonation in Expressive Speech**

Role-plays: request, refusal, greeting, sarcasm

Module 4	Morphology	Assignment	Newspaper article	6 Sessions

- Word sorting game
- Sort words into inflectional and derivational colums
- Inflectional and derivational Bingo
- Finding out inflections and derivations from a newspaper article

Module 5	Syntax	Assignment	Tree diagrammatic representation of structurally ambiguous sentences	6 Sessions

- Phrase Structure Grammar

  - Drawing trees with simple phrase structure rules (S, V, O, C, Spec)
- Phrase structure rules

  - Ill-formed tree structures
- Tree diagrammatic representation of structurally ambiguous sentences using data from social media

Targeted Application & Tools that can be used:
  - Language skills
  - Critical thinking
Tools: Real-world language data

Project work/Assignment:
Assignment 1: Case Study: On analysis of puns and emojis based on the concepts of signifier and signified (10 marks Module 1)
Assignment 2: Phonetic transcription of language data + Prepare and perform a dramatic dialogue or narration using correct stress and intonation (20 marks Module 2+3)

Assignment 3: Newspaper article + Tree diagrammatic representation of structurally ambiguous sentences (20 marks Module 4 + 5)

Text books
Selected chapters from References
References
- Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication.*5th ed., Prentice-Hall, 2008.

- Farmer, Ann K., and Richard A. Demers. *A Linguistics Workbook*. MIT Press
- Carnie, Andrew. *Syntax: A Generative Introduction*. Blackwell Publishers, 2002.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge University Press.
- Yule, G. (2017). *The study of language*. Cambridge University Press.
- Fromkin, V., Rodman, R., & Hyams, N. (2018). *An introduction to language*. Cengage Learning.

Topics Relevant to "employability": Developing analytical skills, analysis of language in digital media, soft skills, correct pronunciation

Topics Relevant to "Human Values and Professional Ethics": Developing linguistic inclusivity, respect for all varieties of language use, responsible and ethical language use in both professional and social use

Catalogue prepared by	**Dr. Sayani Banerjee**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: ENG1026	Course Title: Understanding Ethnography Type of Course: Theory		L-T-P-C	2	0	0	2
Version No.	1.0						
Course Pre-requisites	Basic reading and writing proficiency in English and an interest in literature, culture, or the social sciences.						
Anti-requisites	Nil						
Course Description	This course introduces students to ethnography—both as a method of cultural study and as a mode of storytelling. Through texts, case studies, and practical activities, students will learn how ethnography mediates between observation, experience, and narrative. It emphasizes cross-cultural awareness, critical reading of ethnographic texts, and the application of ethnographic thinking in English and Literary Studies.						
Course Objective	1. Introduce students to the fundamental concepts, history, and ethical considerations of ethnography. 2. Develop students' ability to critically read and interpret ethnographic texts as cultural narratives. 3. Explore the relationship between ethnography, literature, and media for cultural representation. 4. Practice ethnographic techniques by writing observations and cultural analyses.						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1:** Define major concepts, origins, and ethical principles of ethnography. **CO2:** Discuss intersections between literature, film/media, and ethnography. **CO3:** Explain how ethnographic texts construct and represent culture. **CO4:** Apply ethnographic methods in writing cultural observations.						
Course Content:							

Module 1	Introduction to Ethnography – Concept and Origins	Assignment	Field Observation Journal	08 Sessions

- Introduction to Ethnography: Definitions, Scope, and History
- Anthropology, Literature, and Ethnography: Intersections and Applications
- Core Methods of Ethnography: Participant Observation and Fieldwork
- Ethnography and Storytelling: Narrative Dimensions
- Ethical Considerations and Reflexivity in Ethnographic Practice

Module 2	Ethnography as Text – Reading Culture	Assignment	Text Analysis	08 Sessions

- Clifford Geertz and the Concept of Thick Description
- Debates on Representation in Ethnography (Writing Culture by Clifford & Marcus)
- Construction of the "Other" in Ethnographic Practice
- Ethnographic vs. Literary Description: Comparative Perspectives
- The Ethnographer's Role and Everyday Life in Cultural Narratives

Module 3	Ethnography & Literature – Intersections	Assignment	Cultural Media Analysis	08 Sessions

- Literary Ethnography: Exploring Ethnography as a Form of Literature
- Postcolonial Critiques and the Politics of Ethnographic Writing
- Gender, Power, and Voice: Identity and Authority in Ethnography
- Hybrid Ethnographic Narratives: Memoirs, Autoethnography, and Testimonio
- Visual and Film Ethnography: Representing Culture through Media

Module 4	Practicing Ethnography – Writing & Application	Assignment	Mini Ethnographic Project	08 Sessions

- Transforming Observations into Ethnographic Narratives
- Techniques for Writing Field Notes, Interviews, and Cultural Mapping
- Ethical Issues in Ethnographic Representation and Writing
- Applied Ethnography: Contexts in Education, Law, Commerce, and Performance
- Ethnographic Practice: Project Planning, Peer Review, and Creative Writing Approaches

Targeted Application & Tools that can be used:

Tools such as Google Docs and Evernote will be used for writing and organizing field notes, while audio recording apps like Voice Memos and Otter.ai will assist with interviews and oral data collection. Visual documentation can be enhanced using smartphone camera apps and platforms like Padlet for collaborative sharing of images and observations. For analyzing and organizing qualitative data, students may experiment with simple software such as NVivo or Atlas.ti, and reference management tools like Mendeley or Zotero will support academic writing and citation practices. These accessible apps foster hands-on learning and make the process of ethnographic observation and analysis engaging and efficient.

Project Work/ Assignment:

- Field Observation Journal: Choose a familiar local setting and record detailed ethnographic field notes over multiple days, focusing on participant observation and ethical reflection.
- Text Analysis: Select a short ethnographic excerpt (provided or researched) and write a critical reflection on how culture is represented, considering voice, power, and narrative style.
- Cultural Media Analysis: Analyze a novel, film, or digital media piece using ethnographic concepts to explore cultural representation and storytelling techniques.
- Mini Ethnographic Project: Conduct a small-scale ethnographic inquiry (field or digital) including observations or interviews, and produce a short ethnographic report integrating ethical considerations and narrative style.

Text Book(s):

- Bronislaw Malinowski, Argonauts of the Western Pacific (Introduction and Fieldwork Methods)
- Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (from The Interpretation of Cultures)
- Clifford & Marcus, Writing Culture (Introduction excerpt)
- Zora Neale Hurston, Tell My Horse (selected chapters on Caribbean culture)

- Margaret Mead, Coming of Age in Samoa (selected chapters)
- Excerpts from a film ethnography like Nanook of the North (film viewing and transcript excerpts)

Reference Book (s):
- Hammersley, Martyn. Ethnography: Principles in Practice (Chapters 1 & 2) – accessible overview of ethnographic basics
- Coffey, Amanda. Ethnographic Methods (Chapter on Participant Observation)
- Charles Briggs, Learning How to Ask (Introduction) – discusses ethnographic authority and voice
- Tedlock, Dennis. "Ethnography and Ethnographic Representation" (article excerpt)
- James Clifford, Routes: Travel and Translation in the Late 20th Century (Introduction)
- Pink, Sarah. Doing Visual Ethnography (chapter on film and media in ethnography)
- Emerson, Robert M., Writing Ethnographic Fieldnotes (Chapters 1 and 2)
- Leone, Mark P., "Introduction" in Ethnography and the Historical Imagination (for applied ethnography perspective)

Online Resources (e-books, notes, ppts, video lectures etc.):
- https://hraf.yale.edu/teach-ehraf/an-introduction-to-fieldwork-and-ethnography/
- https://www.scribbr.com/methodology/ethnography/
- https://online.abdn.ac.uk/course/ethnographic-research-project/
- https://www.simplypsychology.org/ethnography.html
- https://iacis.org/iis/2022/4_iis_2022_119-134.pdf
- https://anthropod.net/2013/08/14/a-template-for-writing-fieldnotes/
- https://anthroholic.com/thick-description

Topics relevant to "SKILL DEVELOPMENT": Ethnography skill development focuses on training students to carefully observe and document cultural behaviors through detailed field notes and ethical interviews. It also builds their ability to critically analyze cultural texts and use digital tools effectively for data collection and presentation.

Catalogue prepared by	Ms. Shivani S.
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1025	Course Name: Writing for Media		L- T- P- C	2	0	2	3
Version No.	1.0						
Course Pre-requisites	Basic PUC level English						
Anti-requisites	NIL						
Course Description	This course introduces undergraduate students to the principles and practices of writing for different media platforms. It emphasizes clarity, conciseness, creativity, and ethical responsibility in media writing. Students will gain practical skills in writing news reports, features, editorials, scripts, and digital content while developing an understanding of audience, purpose, and medium-specific styles. The course blends theory with hands-on writing exercises to prepare students for professional media contexts.						
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**. Recall key concepts and terminology related to media writing and journalism. **CO2**. Explain the conventions, structures, and stylistic features of different media forms. **CO3**. Interpret and analyze news, features, and digital content with critical awareness of audience and purpose. **CO4**. Apply media writing techniques to produce effective and ethically responsible content across print, broadcast, and digital platforms.						
Course Content							

Module 1	Introduction to Media Writing	Assignment	Campus coverage	10 Sessions

Key Topics:

- Definition and scope of media writing
- Differences between academic, creative, and media writing
- News values: clarity, accuracy, brevity
- Audience and medium-specific considerations

Module 2	News and Feature Writing	Assignment	Mock press conference and feature writing	12 Sessions

- Basics of reporting: facts, sources, verification
- Hard news structure: the inverted pyramid
- Feature stories: narrative style, human interest, profiles

- Writing headlines, leads, and captions

Module 3	Editorial, Opinion, and Review Writing	Assignment	Class Opinion Page	12 Sessions

Key Topics:

- Editorial structure and persuasive techniques
- Columns and commentary
- Reviews of books, films, and cultural events
- Objectivity and subjectivity in opinion writing

Module 4	Writing for Broadcast and Digital Media	Assignment	Blog Writing , Social media posts	14 Sessions

Key Topics:

- Scriptwriting for radio and television: news bulletins, interviews, documentaries
- Digital writing: blogs, web articles, social media content
- Multimedia storytelling: integration of text, image, audio, and video
- Ethics and fact-checking in digital spaces

Targeted Application & Tools that can be used:

- Newsroom simulation exercises
- Practice with editing and headline writing tools
- Online publishing platforms (blogs, WordPress, Medium)
- Social media writing labs

References and Suggested Readings

- Bender, John R., et al. *Reporting for the Media*. 11th ed., Oxford University Press, 2016.
- Mencher, Melvin. *News Reporting and Writing*. 12th ed., McGraw-Hill, 2010.
- Harcup, Tony. *Journalism: Principles and Practice*. 3rd ed., Sage, 2015.
- Rich, Carole. *Writing and Reporting News: A Coaching Method*. 8th ed., Cengage, 2016.
- Scanlan, Christopher, and Richard Craig. *News Writing and Reporting*. Oxford University Press, 2014.
- Strunk, William, and E.B. White. *The Elements of Style*. 4th ed., Pearson, 1999.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. Harper Perennial, 2006.
- Selected articles from *The Hindu*, *The Indian Express*, *BBC News*, *The New York Times*, and digital platforms.

Topics Relevant to "employability":

Topics Relevant to "Human Values and Professional Ethics":

Catalogue prepared by	Dr. Pritha Sanyal
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
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Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: PSY2005	Course Title: Counseling Theories & Techniques Type of Course: Theory and Practice		L-T-P-C	2	0	2	3
Version No.	1.0						
Course Pre-requisites	**PSY1006 – Counselling Psychology**						
Anti-requisites	Nil						
Course Description	This course provides an in-depth exploration of major counseling theories and techniques, equipping students with the conceptual frameworks and practical tools necessary for effective therapeutic practice. Students will examine psychodynamic, humanistic, cognitive-behavioral, and integrative approaches to counseling. Emphasis is placed on understanding the theoretical foundations, applying techniques in diverse contexts, and developing a personal counseling style. Through interactive lectures, experiential learning, and reflective assignments, students will gain insight into the therapeutic relationship, intervention strategies, and ethical considerations. The course fosters critical thinking, self-awareness, and professional competence, preparing students for real-world counseling scenarios.						
Course Objective	To understand and compare major counseling theories and their historical development. To apply core techniques from various theoretical approaches in simulated counseling settings. To critically evaluate the strengths and limitations of each counseling model. To develop a personal integrative approach to counseling based on theoretical understanding						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Describe key concepts and principles of major counseling theories. **CO2:** Demonstrate counseling techniques through role-play and case analysis. **CO3:** Compare and contrast different theoretical approaches to counseling. **CO4**: Develop a personalized counseling framework integrating multiple theories.						
Course Content:	**Counseling Theories & Techniques**						
Module 1	**Introduction to Counseling Theories**	**Assignment**	**10 Sessions**				
Historical development of counseling and psychotherapy, Overview of major theoretical approaches, Role of theory in counseling practice, Counselor's personal theory and integration, Overview of major schools of thought							

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Module 2	Psychodynamic and Humanistic Approaches	Assignment	12 Sessions

Psychoanalytic Therapy (Freud): unconscious processes, defense mechanisms, transference; Adlerian Therapy: lifestyle, social interest, birth order, Person-Centered Therapy (Rogers): unconditional positive regard, empathy, congruence, Gestalt Therapy (Perls): awareness, here-and-now, experiential techniques
Techniques: free association, dream analysis, active listening, empty-chair

Module 3	Cognitive-Behavioral and Action-Oriented Approaches	Assignment	12 Sessions

Behavior Therapy: classical and operant conditioning, reinforcement, Cognitive Therapy (Beck): automatic thoughts, cognitive distortions, Rational Emotive Behavior Therapy (REBT) (Ellis): ABC model, disputing irrational beliefs, Reality Therapy (Glasser): choice theory, responsibility, needs
Techniques: ABC model, cognitive restructuring, reinforcement strategies

Module 4	Integrative and Multicultural Perspectives	Assignment	11 Sessions

Multicultural counseling competencies, Feminist Therapy: empowerment, social justice, Family Systems Therapy: systemic thinking, genograms, Integrative approaches: technical eclecticism, theoretical integration, Developing a personal integrative model, Ethical and cultural considerations

Targeted Application & Tools that can be used:

Role-play & Simulation: Zoom, OBS Studio, Flipgrid, Assessment & Reflection: Google Forms, Padlet, Penzu (journaling), Theory Mapping: MindMeister, Canva, Miro, Case Study Analysis: Trello, Notion, Google Docs

Project Work/ Assignment:
Reflect on personal alignment with one counseling theory.
Record a mock counseling session using a selected approach.

Text Book(s):

Corey, G. (1996). Theory and practice of counselling and psychotherapy (5 th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
Beck, J. S. (2011). Cognitive Behavior Therapy: Basics and Beyond (2nd ed.). Guilford Press.
Glasser, W. (1998). Choice Theory: A New Psychology of Personal Freedom. HarperCollins.

Reference Book (s):
Gladding, S.T. (2009). Counselling: A Comprehensive Profession: New Delhi: Pearson Education
Norcross, J. C., & Goldfried, M. R. (2005). Handbook of Psychotherapy Integration. Oxford University Press.

Sue, D. W., & Sue, D. (2016). Counseling the Culturally Diverse: Theory and Practice (7th ed.). Wiley.
Freud, S. (1965). The Basic Writings of Sigmund Freud. Modern Library.
Rogers, C. R. (1961). On Becoming a Person: A Therapist's View of Psychotherapy. Houghton Mifflin.

Online Resources (e-books, notes, ppts, video lectures etc.):
- https://www.counselindia.com/ebook
- https://www.nimh.nih.gov
- https://www.brainfacts.org
- https://www.all-about-psychology.com/psychology-ebook.html
- https://www.free-ebooks.net

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in organizations in Human Resource.

Catalogue prepared by	**Ms. Meera Ruxana**
Recommended by the Board of Studies on	**1st BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: **PSY1005**	**Course Title: Emotional Intelligence & Mental Health**		**L-T-P-C**	**2**	**0**	**0**	**2**
	Type of Course: Theory and Practice						
Version No.	1.0						
Course Pre-requisites	Students enrolling in this course should have a basic understanding of foundational psychology and an interest in human behaviour and cognition.						
Anti-requisites	Nil						
Course Description	This course offers an introduction to the foundational principles of Emotional Intelligence (EI), emphasizing the development of emotional awareness, self-regulation, empathy, and effective interpersonal communication. Students will explore practical techniques to apply EI in academic and personal settings through interactive activities, reflections, and group tasks. The course encourages emotional well-being and equips learners with essential soft skills for success in both professional and social environments						
Course Objective	1. To introduce the concept of emotional intelligence and its significance. 2. To develop basic self-awareness and emotional regulation skills. 3. To build empathy and interpersonal communication. 4. To explore the application of EI in daily life and academics.						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Identify and define the key components of emotional intelligence, including self-awareness, self-regulation, empathy, and social skills. **CO2**: Explain how emotional intelligence influences personal well-being, academic performance, and interpersonal relationships. **CO3**: Demonstrate emotional intelligence skills through role-play, journaling, and peer interaction activities in academic and social contexts. **CO4**: Analyze emotional responses and interpersonal dynamics in real-life scenarios to identify areas for personal growth and improved communication.						
Course Content:	**Emotional Intelligence & Mental Health**						
Module 1	**Foundations of Emotional Intelligence**	**Assignment**	**10 Sessions**				

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Definition and Importance of Emotional Intelligence, Goleman's Five Components of EQ, Self-Awareness: Recognizing Your Emotions, Self-Regulation: Managing Emotional Responses, Empathy: Understanding Others' Emotions, Social Skills: Building Meaningful Relationships, EQ vs IQ: Debunking Myths

Module 2	Developing EQ Skills for Personal Effectivenes	Assignment	10 Sessions

Building Self-Confidence and Motivation, Habit Formation and Emotional Discipline (Covey's 7 Habits), Stress Management and Emotional Balance, Assertive Communication, Conflict Resolution and Emotional Agility, Mindfulness and Emotional Presence

Module 3	Applying Emotional Intelligence in Student Life and Social Contexts	Assignment	10 Sessions

EQ for Academic Stress and Time Management- Stress Mapping Exercise, Building Healthy Peer Relationships, Managing Conflict in Student Groups and Friendships, Emotional Intelligence in Leadership Roles (e.g., clubs, teams), Digital EQ: Navigating Emotions in Online Communication, Empathy and Inclusivity in Diverse Campus Environments, Creating a Personal EQ Growth Plan

Targeted Application & Tools that can be used:

Stress Mapping Exercise, Digital Communication Audit, Designing a personal EQ improvement roadmap, Habit tracker challenge, Mindfulness meditation session

Project Work/ Assignment:
Emotional journaling
Self-assessment using EQ scale

Text Book(s):

Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam.

Reference Book (s):

- Segal, J., Smith, M., & Shubin, J. (2023). Improving Emotional Intelligence (EQ). HelpGuide.
- Bradberry, T., & Greaves, J. (2009). Emotional Intelligence 2.0. TalentSmart.
- Covey, S. R. (2004). The 7 Habits of Highly Effective People. Free Press

Online Resources (e-books, notes, ppts, video lectures etc.):

- https://www.danielgoleman.info/
- https://www.mindtools.com/pages/article/newCDV_59.htm
- https://greatergood.berkeley.edu
- ttps://www.verywellmind.com/emotion-regulation-4172957

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in counseling, community mental health.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1st BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG2027	Course Title: Linguistic Approaches to the English Language Type of Course:		L-T-P-C	2-0-2-3
Version No.	1.0			
Course Pre-requisites	ENG1028 – The Structure and Study of English			
Anti-requisites	NIL			
Course Description	This course provides an introductory yet comprehensive exploration of the structure and function of the English language, with a special focus on how meaning is constructed, interpreted, and socially influenced. It brings together core concepts from semantics, pragmatics, sociolinguistics, and psycholinguistics, fostering students' understanding of both the mental and social dimensions of language use.

The course is designed to equip students with the analytical skills necessary to engage with real-world language data and literary texts, enhancing their critical thinking, language awareness, and communicative competence. Emphasis is placed on active, participatory learning through worksheets, discussions, presentations, and applied assignments. | | | |
| Course Objective | The objective of the course is Skill Development of students by using Participative Learning techniques. | | | |
| Course Outcomes | **On successful completion of this course the students shall be able to:** **CO1: Understand** the foundational concepts of meaning and interpret vocabulary choices in English literary texts **CO2: Apply** pragmatic frameworks to analyze dialogues in literary texts**.** **CO3: Examine** the role of social and cultural context in shaping language use. **CO4: Explore** how the brain acquires, comprehends and produces language**.** **CO5: Examine** four branches of Linguistics relevant in today's world | | | |

Course Content: Theory

Module 1	Semantics	Assignment	Essay on Ambiguity	6 sessions

- Theories of Meaning (denotation, connotation)
- Sense Relations: synonymy, antonymy, hyponymy, polysemy
- Ambiguity & Vagueness in English
- Analyzing vocabulary choices and their impact on English literary text   .

Module 2	Pragmatics	Assignment	Language Disorders: Case Study	6 sessions

- Speech act theory: locutionary, illocutionary, and perlocutionary acts
- Grice's cooperative principle and conversational implicatures
- Presupposition and entailment
- Analyzing speech acts and implicature in literary dialogue

Module 3	Language, Society and Culture	Assignment	. Group Discussion	6 sessions

- The relationship between language, society, and culture.
- Key concepts: variation, identity, power, ideology, gender, class
- Language Contact and Change
- Code-switching in films

Module 4	Language and the Brain	Case Study	Language Disorders: Case Study	6 sessions

- Psycholinguistics: Definition, scope, and interdisciplinary nature
- Language and the brain: hemispheric specialization (Broca's and Wernicke's areas)
- Language acquisition for children
- Language Processing – Comprehension
- Language Processing – Production

Module 5	Recent advancements	Assignment	Case Study	6 sessions

- Corpus Linguistics
- Cognitive Linguistics
- Computational Linguistics
- Neurolinguistics

Course Content: Practical Sessions

Module 1	Semantics	Assignment	Essay on Ambiguity	6 sessions

- **Semantic Field Mapping (Individual)**

    o Select 10 words from a given literary text (poem/short story).
    o Create a semantic field map showing relationships between synonyms, antonyms, hyponyms, and polysemes.

    o Submit a one-page explanation of how these choices affect the tone and meaning of the text.

- **Semantic Ambiguity**

    o Pick a short poem or prose passage and identify a few ambiguous expressions.
    o Analyze their linguistic sources (lexical, structural, etc.).

- Reflect and write an essay on how ambiguity contributes to tone, irony, or double meaning.

Module 2	Pragmatics	Assignment		6 sessions

1. Maxim Violation Analysis
- Watch a movie clip or read a literary dialogue where Grice's maxims are flouted.
- Write a 300-word analysis identifying*:*
- Which maxim is violated
- The implied meaning (implicature)
- How it affects character dynamics.
- **Speech Act Role Play**

Module 3	Language, Society and Culture	Assignment	Group Discussion	6 sessions

- Group Discussion: Language and Identity/Language and power
- Watch a short multilingual film clip.
- Identify 3–5 instances of code-switching and explain:
- Why characters switch codes
- What it reveals about identity, power, or context.

Module 4	Language and the Brain	Assignment	Language Disorders: Case Study	6 sessions

- Brain Mapping Task
- Create a labeled diagram of Broca's area, Wernicke's area, and motor/sensory regions involved in language.
- Add a short note explaining each area's function.
- Language Disorders: Case Study

- Watch a short video of one of the language disorders and identify and analyze the linguistic changes
- Group Discussion: Can we come to any generalizations from the previous activity

Module 5	Recent advancements	Assignment	Case Study	6 sessions

- Cognitive Linguistics Task
- Provides sentences with metaphors (e.g., "She broke his heart", "Time is running out").
- Students: Identify the conceptual metaphors (e.g., LOVE = FRAGILE OBJECT).
- Explain how metaphors shape thought and meaning.
- Output: Present findings on one metaphor to the class.
- Write a case study on your understanding of the four branches, how they developed, their significance

Targeted Application & Tools that can be used:
- Language skills
- Critical thinking
- Critically reflect on the cognitive and social aspects of language, linking theory with practice.

Tools: Worksheets with practical exercises, real-world language data, literary texts, movie clips
Tools: Real-world language datas

Project work/Assignment:

Assignment 1: Essay on ambiguity

Assignment 2: 1. Group Discussion: Language and Identity/Language and power+ Language Disorders: Case Study

Assignment 3/Project: Case Study on the four branches of linguistics

Text books

Selected chapters from References

References
- Yule, George. The Study of Language (Cambridge University Press)
- Fromkin, V., Rodman, R., & Hyams, N. An Introduction to Language
- Levinson, Stephen. C. Pragmatics
- Wardhaugh, Ronald & Fuller, Janet M. An Introduction to Sociolinguistics (Wiley-Blackwell)
- Linguistic Society of America (LSA): https://www.linguisticsociety.org
- (Intro articles on semantics, pragmatics, and language in society)
- YouTube Channels:
- CrashCourse Linguistics – beginner-friendly explanations
- The Ling Space – excellent visual explanations of concepts like syntax, semantics, and acquisition

- Stanford's Center for the Study of Language and Information (CSLI)
- Ferreira, Fernanda, Psycholinguistics: A Very Short Introduction (Oxford, 2025)

Topics Relevant to "employability": Developing understanding of language disorders, analytical skills, analysis of language in digital media, soft skills, AI interfaces

Topics Relevant to "Human Values and Professional Ethics": Understanding of language and indentity, power, and gender, inclusivity and respect for people with language disorders, responsible and ethical language use in both professional and social use

Catalogue prepared by	Dr. Sayani Banerjee
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG2025	Course Title: Literary Theory and Criticism		L- T -P- C	4	0	0	4
	Type of Course: Program Core						

Version No.	1.0
Course Pre-requisites	ENG1017 – Introduction to Literary Studies
Anti-requisites	NIL
Course Description	This course introduces students to the basic concepts of literary criticism and theory. It covers the journey of critical thought from classical traditions to contemporary approaches in a simple and accessible manner. Students will explore how literature can be understood through different lenses such as moral, historical, formal, and modern critical theories like Marxism, feminism, and postcolonialism. The aim is not to overwhelm with jargon but to build a foundation for critical reading, writing, and thinking about literature.
Course Objective	1. Identify major schools and traditions of literary criticism. 2. Explain basic terms and concepts used in literary criticism and theory. 3. Apply simple theoretical frameworks to interpret short literary texts. 4. Compare different critical perspectives on literature.
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**. Recognize the historical development of literary criticism from Plato to the present. **CO2**. Summarize key features of classical, modern, and contemporary approaches to literature. **CO3**. Interpret literary texts using elementary critical perspectives (formal, moral, feminist, postcolonial). **CO4**. Differentiate between theoretical approaches and articulate their relevance in simple terms.

Module 1	Foundations of Literary Criticism (Classical to Renaissance)	Writing Assignment 1	12 Sessions

- Plato, Aristotle, Horace, Longinus: notions of mimesis, catharsis, form, and sublime.
- Basic moral and didactic approaches.

Module 2	From Enlightenment to Romanticism	Writing Assignment 2	12 Sessions

- Historical, biographical, and moral criticism. Rise of aesthetic experience and reader's role in Romanticism.

Module 3	Modern Critical Approaches	Writing Assignment 3	12 Sessions

- Formalism, Structuralism, Marxism, Psychoanalysis.
  Practical applications to short texts.

Module 4	Contemporary Critical Theories	Writing Assignment 4	12 Sessions

- Feminism, Postcolonialism, Cultural Studies, Post-structuralism.
- Simple classroom activities like ideology hunts, deconstructing nursery rhymes, or media examples.
Web Resources:
     1. Purdue OWL – Literary Theory and Schools of Criticism
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/
(Concise introductions to major critical approaches.)
     2. Yale Open Courses – Introduction to Theory of Literature (Prof. Paul H. Fry)
https://oyc.yale.edu/english/engl-300
(Free full-length lecture series covering major literary theories.)
     3. CriticalTheory.com
https://criticaltheory.com/
(Pop-style explainers, primers, and reading lists for theory beginners.)
     4. Khan Academy – Rhetoric and Literature (Selected Lessons)
https://www.khanacademy.org/humanities/grammar/grammar-reading/v/rhetoric
(Accessible videos on argument, rhetoric, and interpretation.)
     5. The Lit Crit Blog by Dr. Mary Klages (Archived)
http://www.colorado.edu/English/courses/ENGL2012Klages/
(Archived lecture notes on structuralism, post-structuralism, Marxism, feminism, etc.)
     6. Introduction to Literary Theory (Lumen Learning)
https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Literature/Literary_Theory_and_Criticism
(Clear definitions and examples with application-focused sections.)
     7. CrashCourse Literature – YouTube Playlist
https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H
(Entertaining video lectures with some focus on literary analysis and theory.)
     8. Stanford Encyclopedia of Philosophy – Literary Theory Entries

Core Textbooks

- Eagleton, Terry. Literary Theory: An Introduction. Blackwell, 2008.

- Tyson, Lois. Critical Theory Today: A User-Friendly Guide. 3rd ed., Routledge, 2023.

- Culler, Jonathan. Literary Theory: A Very Short Introduction.

- Oxford University Press, 2011.

- Abrams, M. H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th ed., Cengage Learning, 2015.

Supplementary Readings

- Habib, M. A. R. A History of Literary Criticism: From Plato to the Present. Blackwell, 2005.

- Guerin, Wilfred L., et al. A Handbook of Critical Approaches to Literature. 7th ed., Oxford UP, 2020.

- 7. Lodge, David, and Nigel Wood, editors. Modern Criticism and Theory: A Reader. 3rd ed., Pearson, 2013.

Catalogue prepared by	**Dr. Yashavantha T.S.**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: ENG2026	Course Title: Narratives of the American Experience		L- T- P- C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	ENG1017 – Introduction to Literary Studies						
Anti-requisites	NIL						
Course Description	This course traces the evolution of American literature from its colonial origins to contemporary times, exploring how diverse voices and forms have shaped national identity. Focusing on key movements such as Romanticism, Realism, Modernism, and Postmodernism. Students will study landmark texts by writers like Whitman, Douglass, Hurston, and Morrison. The course also focuses on themes of freedom, identity, race, memory, and resistance that recur across genres and historical moments.						
Course Outcomes	**On successful completion of the course, the students shall be able to:** **CO1. Identify** major literary periods, movements, and authors in American literature from the 17th century to the present. **CO2. Interpret** key texts by applying relevant literary terms, historical context, and critical perspectives. **CO3. Analyse** how American literature reflects and interrogates themes such as identity, race, gender, freedom, and memory. **CO4. Evaluate** the cultural and artistic significance of diverse American literary works across time. **CO5. Construct** original arguments or creative responses that engage critically with the themes and forms of American literature.						
Course Content							

Module 1	Foundations of American Literature (17th–18th Century)	Assignment	Digital storytelling of Native American myths	12 Sessions

Key Focus: Colonial and Puritan writings, Religious, political, and philosophical discourses, Native American Traditions

- Anne Bradstreet – *Selected Poems*
- Jonathan Edwards – *Sinners in the Hands of an Angry God*
- Benjamin Franklin – *The Autobiography*
- Excerpts from Native American creation stories

Themes: Beginnings, Beliefs, and Becoming

Module 2	Romanticism and the American Renaissance (19th Century)	Assignment	Group Discussion: "Is Transcendentalism relevant today?"	12 Sessions

Key Focus: Transcendentalism and Romanticism, The rise of the American novel
Texts:

- Ralph Waldo Emerson – *Self-Reliance*
- Henry David Thoreau – *Walden*
- Nathaniel Hawthorne – *The Scarlet Letter*
- Walt Whitman – *Leaves of Grass* (selections)

Themes: Nature, Individualism, and the Transcendental Mind

Module 3	Realism, Naturalism, and Regionalism (Late 19th – Early 20th Century)	Assignment	Blog-style 19th-century review of *Huckleberry Finn*.	12 Sessions

Key Focus: Industrialisation, war, and everyday life, Literary realism
Texts:

- Mark Twain – *The Adventures of Huckleberry Finn*
- O. Henry – "The Gift of the Magi"
- Kate Chopin – *The Story of an Hour*
- Susan Keating Glaspell-*Trifles*

Themes: Society, Struggle, Survival

Module 4	African American Literature	Assignment	Collage/Graphic display of African American Pop Culture	12 Sessions

Key Focus: Literature of resistance, identity, freedom, cultural affirmation; from slave narratives to Harlem Renaissance and contemporary Black voices, Black feminism

Texts:

- Frederick Douglass – *Narrative of the Life of Frederick Douglass*
- Langston Hughes – Selected Poems
- Maya Angelou – *Still I Rise*
- Toni Morrison – The Bluest Eye

Module 5	Contemporary American Voices (1950s–Present)	Assignment	Mock social media campaign on hybridity/identity.	12 Sessions

Key Focus: Modernist experimentation, postmodernism, multiculturalism.

Texts:

- F. Scott Fitzgerald – *The Great Gatsby*
- Ernest Hemingway – *A Farewell to Arms*
- Tennessee Williams – *A Streetcar Named Desire*

Targeted Application & Tools that can be used:

References

- Bradstreet, Anne. *Selected Poems*. Dover Publications, 1997.
- Chopin, Kate. *The Awakening*. Penguin Classics, 1986.
- Crane, Stephen. *The Open Boat and Other Stories*. Dover Publications, 1992.
- DeLillo, Don. *White Noise*. Penguin Books, 1985.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*. Bedford Books, 1996.
- Du Bois, W. E. B. *The Souls of Black Folk*. Dover Publications, 1994.
- Edwards, Jonathan. *Sinners in the Hands of an Angry God*. Penguin Classics, 2003.
- Eliot, T. S. *The Waste Land*. Modern Library, 1961.
- Emerson, Ralph Waldo. *Self-Reliance and Other Essays*. Dover Publications, 1993.
- Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 2004.
- Franklin, Benjamin. *The Autobiography of Benjamin Franklin*. Penguin Classics, 1986.
- Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin Classics, 1981.
- Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Perennial Modern Classics, 2006.
- Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*. Vintage Books, 1976.
- Morrison, Toni. *Beloved*. Vintage International, 2004.
- Rankine, Claudia. *Citizen: An American Lyric*. Graywolf Press, 2014.
- Thoreau, Henry David. *Walden; or, Life in the Woods*. Dover Publications, 1997.
- Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin Classics, 2003.
- Whitman, Walt. *Leaves of Grass*. Penguin Classics, 1986.

Suggested Texts:

- Bercovitch, Sacvan, editor. *The Cambridge History of American Literature*. 8 vols., Cambridge University Press, 1994.
- Cargill, Oscar, and Richard Chase, editors. *A History of American Literature*. Technology Press of MIT and Wiley, 1957.
- Erdoes, Richard, and Alfonso Ortiz. *American Indian Myths and Legends*. Pantheon Books, 1984.
- Finnegan, Ruth. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. 3rd ed., Routledge, 2012.

- Lord, Albert B. *The Singer of Tales*. 2nd ed., Harvard University Press, 2000.
- Ong, Walter J. *Orality and Literacy: The Technologizing of the Word*. 2nd ed., Routledge, 2002.

Topics Relevant to "employability":	
Topics Relevant to "Human Values and Professional Ethics":	
Catalogue prepared by	**Dr. Pritha Sanyal**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
Suggestion given by the board	**27th BOM held on 28th July, 2025**

Course Code: **PSY2003**	**Course Title: Organizational Psychology** **Type of Course: Theory and Practice**	**L-T-P-C**	**3**	**0**	**2**	**4**
Version No.	**1.0**					
Course Pre-requisites	**PSY2001 – Social Psychology**					
Anti-requisites	**Nil**					
Course Description	Organizational Psychology explores the scientific study of human behavior in organizational settings. This course provides students with a comprehensive understanding of how psychological principles apply to workplace dynamics, employee behavior, and organizational structures. The course emphasizes both theoretical frameworks and practical applications, enabling students to analyze real-world organizational challenges. Students will also explore contemporary issues such as diversity, inclusion, and work-life balance. By integrating Indian and global perspectives, the course prepares students for careers in human resources, organizational development, and applied psychology.					
Course Objective	To introduce students to the core concepts and scope of Organizational Psychology. To develop understanding of employee behavior, motivation, and performance in organizational settings. To apply psychological theories to leadership, communication, and group dynamics. To analyze organizational culture, change processes, and employee well-being.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Identify key concepts, theories, and contributors in Organizational Psychology. **CO2**: Explain the psychological principles underlying employee selection, motivation, and leadership. **CO3**: Demonstrate the use of psychological tools in analyzing workplace behavior and team dynamics. **CO4**: Critically evaluate organizational practices related to culture, change, and employee well-being using psychological frameworks.					
Course Content:	Organizational Psychology					
Module 1	**Introduction to Organizational Psychology**	**Assignment**		**10 Sessions**		

Definition, scope, and relevance of Organizational Psychology, Historical development and key contributors, Difference between Industrial and Organizational Psychology, Research methods in Organizational Psychology, Ethical issues in organizational research

Module 2	Employee Selection, Training & Development	Assignment	10 Sessions

Job analysis and competency mapping, Recruitment and selection methods, psychological testing and interviews, Training needs assessment, Training methods and evaluation, Career development and succession planning

Module 3	Work Motivation and Job Satisfaction	Assignment	10 Sessions

Theories of motivation: Maslow, Herzberg, McClelland, Vroom; Job design and enrichment, Employee engagement and retention, Measuring job satisfaction, Organizational commitment and turnover

Module 4	Leadership, Communication & Group Dynamics	Assignment	10 Sessions

Characteristics of a good leader, Leadership theories: Trait, Behavioral, Contingency, Transformational, Power and influence in organizations
Organizational communication: formal and informal, Group behavior: norms, roles, cohesiveness, Team building and conflict resolution

Module 5	Organizational Culture, Change & Well-being	Assignment	10 Sessions

Organizational culture and climate, Schein's Model of Organizational Culture, Hofstede's Dimensions, Organizational change and development (OD), Stress and well-being at work, Work-life balance and burnout, Diversity and inclusion in the workplace

Targeted Application & Tools that can be used:

Trello or Asana (Project & Team Management Tools to simulate team dynamics, task delegation, and leadership styles in group projects.

Project Work/ Assignment:
Choose a well-known leader (corporate, social, or political) , identify and describe their leadership style using theories such as Transformational, Transactional, or Situational Leadership.
Project on analysing and evaluating organizational culture of a chosen company using psychological frameworks.

Text Book(s):

- Memoria, C. B. (1999). Personnel Management. New Delhi: Himalaya Publishing House.
- DeCenzo, D. A., & Robbins, S. P. (2004). Personnel/Human Resource Management (3rd ed.). New Delhi: Prentice Hall.

- Srivastava, V. K., Sharma, S. C., & Vohra, N. (1999). Operations Research for Management. New Delhi: Global Vision Publishing House.

- Donald M. Truxillo, Talya N., Berrin Erdogan(2016), Psychology and Work, Routledge

Reference Book (s):

- Brown, D. R., & Harvey, D. (2006). An experiential approach to organization development (7th ed.). Upper Saddle River, NJ: Pearson Education.
- French, W. L., & Bell, C. H. (1999). Organizational development: Behavioral science interventions for organizational improvement. New Jersey: Prentice Hall.
- Berry, L. M. (1998). Psychology at work: An introduction to organizational and industrial psychology. New York: McGraw-Hill International.

Online Resources (e-books, notes, ppts, video lectures etc.):

- https://www.counselindia.com/ebook
- https://www.nimh.nih.gov
- https://www.brainfacts.org
- https://www.all-about-psychology.com/psychology-ebook.html
- https://www.free-ebooks.net

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in organizations in Human Resource.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1st BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: PSY2004	Course Title: Principles of Forensic Psychology Type of Course: Theory and Practice	L-T-P-C	3	0	2	4
Version No.	**1.0**					
Course Pre-requisites	**PSY2002 – Cognitive Psychology**					
Anti-requisites	**Nil**					
Course Description	This undergraduate course in Forensic Psychology introduces students to the intersection of psychology and the legal system. Drawing from foundational texts by Bartol, Blackburn, Gavin, and others, the course explores psychological principles applied to criminal behavior, legal processes, and correctional settings. Students will examine topics such as criminal profiling, psychological assessment, courtroom dynamics, and rehabilitation. Through theoretical grounding and practical case studies, learners will develop critical thinking, ethical reasoning, and analytical skills essential for careers in psychology, law enforcement, and social justice. The course emphasizes interdisciplinary learning, integrating insights from criminology, law, and behavioral science. Assignments and interactive tools will foster experiential understanding and prepare students for advanced study or professional roles in forensic settings.					
Course Objective	Understand the foundational concepts and scope of forensic psychology. Analyze psychological theories related to criminal behavior and legal decision-making. Apply psychological assessment techniques in forensic contexts. Evaluate ethical and professional responsibilities of forensic psychologists.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Identify key terms and historical developments in forensic psychology. **CO2**: Explain psychological theories underlying criminal behavior. **CO3**: Use psychological tools to assess legal competencies and risk. **CO4**: Critically assess ethical dilemmas in forensic psychological practice.					
Course Content:	**Principles of Forensic Psychology**					
Module 1	**Foundations of Forensic Psychology**	**Assignment**	**10 Sessions**			

- Definition and Scope of Forensic Psychology
- Historical Development and Key Milestones
- Roles of Forensic Psychologists in Legal Settings
- Ethical and Legal Considerations
- Differences Between Forensic Psychology and Forensic Psychiatry
- Overview of Criminal Justice System and Legal Terminology

Module 2	Psychological Assessment in Legal Contexts	Assignment	10 Sessions

- Psychological Testing and Evaluation Techniques
- Competency to Stand Trial
- Risk Assessment and Dangerousness
- Insanity Defense and Mental State at the Time of Offense
- Child Custody Evaluations
- Malingering and Deception Detection

Module 3	Criminal Behavior and Profiling	Assignment	10 Sessions

- Theories of Criminal Behavior
- Psychological Profiling and Crime Scene Analysis
- Serial Offenders and Psychopathy
- Juvenile Delinquency and Developmental Factors
- Substance Abuse and Crime
- Gender and Crime: Psychological Perspectives

Module 4	Forensic Psychology in Court	Assignment	10 Sessions

Expert Witness Testimony
- Jury Decision-Making and Psychology
- Eyewitness Testimony and Memory Reliability
- Interviewing and Interrogation Techniques
- Victimology and Trauma
- Psychological Impact of Legal Proceedings

Module 5	Applications and Emerging Areas	Assignment	10 Sessions

Correctional Psychology and Rehabilitation
- Cyberpsychology and Online Criminal Behavior
- Mental Health in Prisons
- Forensic Psychology in Civil Cases

- Cross-Cultural Issues in Forensic Psychology
- Future Trends and Research in Forensic Psychology

Targeted Application & Tools that can be used:

- Psychological Test Batteries (e.g., MMPI, Rorschach)
- BEOS Profiling & Polygraph Simulations
- Virtual Courtroom Roleplay
- Case Study Databases
- Mind Mapping & Concept Mapping Tools

Project Work/ Assignment:

- Case Analysis Report: Analyze a real or fictional criminal case using psychological profiling and assessment tools.
- Legal proceeding Observation Reflection: Attend or view a legal proceeding and reflect on psychological dynamics observed (e.g., jury behavior, expert testimony).

Text Book(s):

Bartol, C. R. & Bartol, A. M. (2004) – Introduction to Forensic Psychology. New Delhi: Sage.

Reference Book (s):

- O'Donohue, W. & Levensky, E.R. (2004) – Handbook of Forensic Psychology: Resources for Mental Health and Legal Professionals. Elsevier Academic Press, London.
- Nagle, Y.K., Srivastava, K., & Gupta, A. (2014) – Handbook of Forensic Psychology. Author House, USA.
- Harari, L. (1981) – Forensic Psychology. London: Batsford Academic.
- Blackburn, R. (1993) – The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley & Sons.
- Gavin, Helen (2014) – Criminological & Forensic Psychology. Sage Publications.

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in organizations dealing with law and crime.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1st BOS held on 06/06/2025

Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG1027	Course Title: Writing for Journals and Publications Type of Course: Professional Core Theory	L-T-P-C	3	0	2	4
Version No.	1.0					
Course Pre-requisites	Nil					
Anti-requisites	Nil					
Course Description	This course provides a comprehensive exploration of the principles, processes, and ethical standards of writing for scholarly and professional publications. It is designed to equip students with the skills required to produce clear, concise, and compelling prose for a variety of genres and audiences. The curriculum moves beyond the traditional academic essay to focus on research-driven writing for peer-reviewed journals, popular media, and policy-oriented contexts. Key topics include formulating a robust research question, constructing evidence-based arguments, navigating the intricate lifecycle of a manuscript from drafting to submission, and responding to reviewer feedback. Through a blend of theoretical instruction and intensive practical exercises, students will learn to apply a designated citation style, understand the nuances of intellectual property and authorship, and compile a versatile writing portfolio that demonstrates their readiness for advanced academic and professional careers.					
Course Objective	1. Enable students to formulate precise research questions and construct evidence-based arguments tailored for academic and professional audiences. 2. Equip students with the skills to plan, draft, revise, and prepare manuscripts for submission to peer-reviewed journals and other publication platforms. 3. Foster understanding of intellectual property rights, authorship ethics, and citation conventions in academic and professional writing contexts. 4. Train students to adapt writing style, tone, and format to diverse publication genres, including scholarly, popular, and policy-oriented outlets. 5. Guide students in compiling polished, publication-ready texts that reflect academic rigor, originality, and professional presentation standards.					
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1**. Evaluate a journal's scope, audience, and publication profile to determine the best fit for a manuscript, and critically distinguish between reputable and predatory publications. **CO2**. Construct evidence-based arguments within the established conventions of academic writing, employing effective rhetorical devices such as signposting, logical progression, and concise, unambiguous language.					

CO3. Conduct focused scholarly research, evaluate source credibility, and synthesize information to construct a well-defined thesis, effectively using summary and analysis to build a literature review or a similar argumentative foundation.

CO4. Demonstrate a nuanced understanding of academic integrity by correctly applying a designated citation style (e.g., APA/MLA) to prevent plagiarism, acknowledging author contributions, and recognizing ethical pitfalls such as "HARKing" and data manipulation.

CO5. Compile a portfolio that showcases their ability to adapt a single research topic into multiple genres, such as a scholarly abstract, a popular media blog post, and a formal research paper, demonstrating versatility for a range of academic and professional careers.

Course Content:				
Module 1	**Foundations of Academic Writing and Research**	**Thesis Statement Writing**	**Thesis Statement and Research Question**	**15 Sessions**

- The purpose and principles of academic and professional writing.
- Rhetoric and Style: From conversational to formal writing, focusing on active voice, strong verbs, and precise language.
- The "funnel" introduction, the purpose of body paragraphs, and the components of a strong thesis statement.
- Distinguishing and using claims, arguments, and evidence effectively.

Module 2	**The Anatomy of a Scholarly Paper**	**Abstract Writing**	**Draft of a Scholarly Article Section**	**15 Sessions**

- The IMRAD structure and its variations in different disciplines.
- Crafting a compelling abstract: characteristics, common mistakes, and its role as a manuscript's first impression.
- Writing the introduction: establishing context, identifying a gap in the literature, and stating research objectives.
- Composing the body: presenting evidence to support the argument, ensuring logical progression, and using effective signposting expressions.
- Writing the conclusion: synthesizing findings and highlighting the paper's overall contribution.

Module 3	**Ethical Practice and Citation Management**	**Creating a literature review and an annotated bibliography**	**Literature Review with Annotated Bibliography**	**15 Sessions**

- Responsible authorship: defining roles, meeting criteria, and managing authorship disputes.
- The ethics of research: presenting findings honestly, avoiding pitfalls like "HARKing" (Hypothesizing After the Results are Known), and understanding publication bias.

- Principles of plagiarism, self-plagiarism, and proper citation practices.
- Introduction to major citation styles (APA, MLA, Chicago) and a detailed breakdown of APA in-text and reference list rules for various sources.

Module 4	**The Publishing Ecosystem: Process and Strategy**	**Role-play as reviewers and evaluating sample manuscript**	**Journal Evaluation and Cover Letter Draft**	**15 Sessions**

- Choosing a journal: "Fit" versus impact factor, identifying the target audience, and using journal search engines.
- Navigating the submission process: the single submission rule, understanding licensing and copyright, and identifying predatory journals.
- The peer-review process: a walkthrough of the typical stages and how to prepare for it.
- Open access versus traditional publishing models and the purpose of Article Processing Charges (APCs).

Module 5	**Developing a Professional Writing Portfolio**	**Portfolio writing**	**Writing Portfolio and Presentation**	**15 Sessions**

- Introduction to different writing genres: The policy brief, the popular media article, the blog post.
- The mechanics and purpose of a writing portfolio: curating content and structuring the final document.
- The importance of a writing portfolio in securing employment or entry into further study.

Targeted Application & Tools that can be used:
- Research & Reference Management: Zotero / Mendeley / EndNote and Google Scholar / Scopus / Web of Science
- Microsoft Word / Google Docs, Overleaf (for LaTeX) and Grammarly / ProWritingAid
- Tableau Public / Datawrapper / Excel and Canva / Adobe Illustrator
- ScholarOne / Editorial Manager and Publons
- Turnitin / iThenticate and COPE Guidelines (Committee on Publication Ethics)
- BibTeX / Citation Machine / RefWorks

- ResearchGate / Academia.edu and ORCID

Project Work/ Assignment:
- **Article review:** At the end, of course an article topic will be given to an individual or a group of students. They need to refer the library resources and write a report on their understanding about the assigned article in appropriate format.
- **Presentation:** There will be a group presentation, where the students will be given a topic. They will have to explain/demonstrate the working and discuss the applications for the same.
- **Case Study**: - At the end of the course students will be given a 'real-world' application based circuits like Power Amplifier, Signal/Function Generator etc. as a case study. Students will be submitting a report which will include Circuit Diagrams, Design, Working Mechanism and Results etc. in appropriate format

Text Book(s):

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- Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success by Wendy Laura Belcher
- Writing Science: How to Write Papers That Get Cited and Proposals That Get Funded by Joshua Schimel

Reference Book (s):
- The Elements of Style by William Strunk Jr.
- Stylish Academic Writing by Helen Sword
- They Say / I Say: The Moves That Matter in Academic Writing by Gerald Graff 23
- The Craft of Research by Wayne C. Booth, et al.
- A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers by Kate L. Turabian

Online Resources (e-books, notes, ppts, video lectures etc.):
- https://journalfinder.elsevier.com
- https://journalsuggester.springer.com
- https://ori.hhs.gov
- https://www.grammarly.com
- https://hemingwayapp.com
- https://www.turnitin.com
- https://www.ithenticate.com
- https://doaj.org
- https://orcid.org

Topics relevant to "SKILL DEVELOPMENT": Performing suitable experiments to compute the electric circuit parameters, performance operation of machines, and operation of semiconductor devices for **Skill Development** through **Participative Learning techniques.** This is attained through assessment component mentioned in course plan.

Catalogue prepared by	Dr. Shibily Nuaman VZ
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: ENG3005	Course Title: Applied Linguistics Type of Course: Professional Core Theory and Practical			L-T-P-C	2	0	2	3
Version No.	1.0							
Course Pre-requisites	ENG2027 – Linguistic Approaches to the English Language							
Anti-requisites	None							
Course Description	This course introduces students to Applied Linguistics as an interdisciplinary field that examines how linguistic theories, concepts, and methods are applied to real-world problems of language use, teaching, and communication. The course emphasizes both theoretical understanding (e.g., second language acquisition, sociolinguistics, pragmatics, discourse analysis) and practical application (e.g., classroom strategies, assessment, policy-making, workplace communication). Students will learn to connect linguistic knowledge to problem-solving in multilingual, multicultural, and professional contexts. The course blends conceptual learning with practice-based sessions to develop analytical, pedagogical, and communicative competencies.							
Course Objective	1. Introduce the scope, history, and domains of applied linguistics. 2. Explore theories of language acquisition and their pedagogical implications. 3. Examine the relationship between language, society, and culture. 4. Provide tools for analyzing discourse, pragmatics, and language use. 5. Develop skills in applying linguistic knowledge to practical problems in language teaching, policy, and workplace communication.							
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1. Explain** the key concepts, scope, and significance of applied linguistics. **CO2. Relate** theories of first and second language acquisition to classroom practices. **CO3. Analyse** language use in social, cultural, and professional contexts. **CO4. Apply** linguistic insights to solve issues in language teaching, translation, assessment, and policy. **CO5. Critically** evaluate language practices and design small-scale applied linguistic projects.							
Course Content:								
Module 1	Introduction to Applied Linguistics	Quiz	Concept mapping		12 Sessions			

- Definition, scope, and history of Applied Linguistics.
- Relationship between Linguistics and Applied Linguistics.
- Domains: language teaching, policy, translation, forensic linguistics, workplace communication.
- Practice: Case-based discussion on applied linguistics problems (e.g., multilingual classrooms, language and law).

Module 2	Language Acquisition and Learning	Assignment	A mini-lesson plan based on SLA theory.	12 Sessions

- Theories of First Language Acquisition.
- Second Language Acquisition (SLA): behaviourist, innatist, interactionist perspectives.
- Factors influencing SLA: cognitive, social, affective.
- Practice: Designing classroom activities based on SLA theories; reflective journals on personal learning experiences.

Module 3	Language and Society	Assignment	Short report on observed linguistic practices in real-world settings.	12 Sessions

- Sociolinguistics: multilingualism, diglossia, code-switching.
- Language policy and planning.
- Language, identity, and culture.
- Practice: Group project analysing multilingual practices in local communities; role-play policy decision-making.

Module 4	Discourse and Pragmatics	Assignment	Analyse a real-life interaction	12 Sessions

- Discourse Analysis: spoken and written discourse.
- Pragmatics: speech acts, implicature, politeness strategies.
- Critical Discourse Analysis and ideology.
- Practice: Discourse analysis of newspaper articles, advertisements, classroom talk.

Module 5	Applications of Applied Linguistics	Assignment	Presentation of project outcomes.	12 Sessions

- Language testing and assessment.
- Translation and interpretation.
- Workplace communication and professional discourse.
- Technology and Applied Linguistics (corpus linguistics, digital communication).
- Practice: Project work – design a small-scale applied linguistics project (assessment tool, workplace communication audit, translation exercise).

Targeted Application & Tools that can be used:

- Classroom pedagogy and materials design.
- Discourse analysis software (AntConc, NVivo – introductory exposure).
- Corpus-based learning tools.
- Multilingual policy case studies.

Project Work/ Assignment:

- **Article Review:** Critique a research article in applied linguistics.
- **Presentation:** Group presentations on language problems and solutions (e.g., bilingual education, translation challenges).
- **Case Study:** Real-world linguistic issue (e.g., analyzing communication breakdown in healthcare or aviation).

Text Book(s):
- Cook, G. (2003). *Applied Linguistics*. Oxford University Press.
- Schmitt, N., & Celce-Murcia, M. (Eds.). (2010). *An Introduction to Applied Linguistics*. Hodder Education.

Reference Book (s):
- Kaplan, R. B. (2002). The Oxford Handbook of Applied Linguistics. Oxford University Press.
- Davies, A., & Elder, C. (Eds.). (2004). The Handbook of Applied Linguistics. Blackwell.
- Simpson, J. (Ed.). (2011). The Routledge Handbook of Applied Linguistics. Routledge.

Online Resources (e-books, notes, ppts, video lectures etc.):
- NPTEL video lectures on Linguistics and Applied Linguistics.
- British Council Teaching English Resources.
- Online Corpora: COCA, BNC.

Topics relevant to "SKILL DEVELOPMENT": Engaging in practice-based activities such as classroom discourse analysis, design of lesson plans, development of assessment tools, and application of multilingual communication strategies for **Skill Development** through **Participative Learning techniques**. This is attained through assessment components mentioned in the course plan..

Catalogue prepared by	Dr. Sayani
Recommended by the Board of Studies on	13th BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: PSY3003	Course Title: Counseling skills Type of Course: Theory and Practice	L-T-P-C	2-0-2-3
Version No.	1.0		
Course Pre-requisites	PSY2005 – Counselling Theories & Techniques		
Anti-requisites	Nil		
Course Description	This course introduces undergraduate psychology students to the essential skills required for effective counseling practice. It emphasizes the development of interpersonal communication, empathy, ethical awareness, and structured intervention techniques. Students will explore foundational counseling principles, practice core skills such as active listening and questioning, and engage in simulated sessions to apply techniques in real-world scenarios. The course also addresses cultural sensitivity, ethical dilemmas, and counselor self-care. Through experiential learning, reflective assignments, and peer feedback, students will build confidence and competence in helping relationships. By the end of the course, learners will be equipped to conduct basic counseling sessions and understand the professional responsibilities of a counselor.		
Course Objective	1. To introduce students to the foundational principles and ethics of counseling. 2. To develop core communication and interpersonal skills essential for counseling. 3. To train students in structured counseling techniques and session management. 4. To foster self-awareness and reflective practice in counseling contexts.		

Course Outcomes	On successful completion of this course, the students shall be able to:
	CO1: Explain the principles, ethics, and stages of the counseling process.
	CO2: Demonstrate core counseling skills such as active listening, empathy, and questioning in simulated sessions.
	CO3: Evaluate counseling interactions and identify areas for improvement through peer and self-assessment.
	CO4: Design and conduct a structured counseling session, integrating learned techniques and ethical considerations.

Course Content:	Counseling skills		

Module 1	**Foundations of Counseling Practice**	**Assignment**	**12 Sessions**

Definition and scope of counseling, Characteristics of an effective counselor, Counseling vs. guidance vs. psychotherapy, Ethical principles and professional boundaries, Stages of the helping process, Cultural sensitivity in counseling

Module 2	**Core Communication and Interpersonal Skills**	**Assignment**	**10 Sessions**

Active listening and attending behavior, Empathy and unconditional positive regard, Questioning techniques (open/closed), Paraphrasing and summarizing, Non-verbal communication, Managing silence and resistance

Module 3	**Counseling Techniques and Session Management**	**Assignment**	**12 Sessions**

Structuring a counseling session, Goal setting and contracting, Problem-solving and decision-making techniques
Cognitive restructuring basics, Use of role-play and visualization, Termination and follow-up strategies

Module 4	**Applied Practice and Supervised Skills**	**Assignment**	**11 Sessions**

Case documentation and note-taking, Simulated counseling sessions, Peer feedback and supervision, Self-reflection and journaling, Managing counselor stress and burnout, Ethical dilemmas in practice

Targeted Application & Tools that can be used:
Reflection & Journaling: P Google Docs
Feedback & Collaboration: Padlet, Trello
Skill Mapping: Canva, Miro

Project Work/ Assignment:
Skill Demonstration: Record a 10-minute mock counseling session using active listening and empathy. Reflective Journal: Weekly entries analyzing personal growth and challenges in skill

Text Book(s):
Nelson-Jones, R. (2008). *Basic Counselling Skills: A Helper's Manual* (2nd ed.). Sage South Asia Edition.
Gibson, R. L., & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th ed.). Pearson India.

Reference Book (s):
Burnard, P. (2009). *Counselling Skills Training: Book of Activities.* Viva Books, New Delhi. **Rao, S. Narayanan.** (1992). *Counselling and Guidance* (2nd ed.). Tata McGraw-Hill.
Nelson-Jones, R. (2005). *Practical Counseling and Helping Skills* (5th ed.). London: Sage Publications.

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in organizations in Human Resource.	
Catalogue prepared by	**Ms. Meera Ruxana**
Recommended by the Board of Studies on	**1ST BOS held on 06/06/2025**
Date of Approval by the Academic Council	**26th Academic Council held on 25th July, 2025**
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Course Code	Course Title:	**L- T- P- C**	4	0	0	4
ENG3003	**Digital Humanities**					

Version No.	1.0
Course Pre-requisites	**ENG2025 - Literary Theory and Criticism**
Anti-requisites	**NIL**
Course Description	This course introduces students of literature and cultural studies to the expanding field of Digital Humanities (DH), an interdisciplinary domain that integrates computational methods with humanities research. It explores how literary texts, archival sources, and cultural artifacts can be analysed, remediated, and disseminated through digital technologies. By engaging with topics such as text mining, digital archives, mapping, visualization, and digital storytelling, the course provides hands-on exposure to both theoretical debates and practical tools. Students will be encouraged to reflect critically on questions of authorship, access, preservation, and ethics in the digital age, while developing skills relevant to contemporary research and cultural production.
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**: Define key concepts, scope, and history of Digital Humanities. **CO2**: Familiarize with digital tools, platforms, and databases relevant to literary and cultural studies. **CO3**: Analyse texts, media, and cultural practices using digital methodologies such as text analysis, visualization, and archiving. **CO4**: Critically evaluate the ethical, political, and epistemological implications of digital cultures and DH scholarship. **CO5:** Design a small-scale Digital Humanities project integrating research, tools, and critical reflection.
Course Objective	• To introduce the foundations of Digital Humanities as an

interdisciplinary field.

- To train students in applying digital methods for the study and analysis of literature, culture, and society.
- To explore the intersections of technology with authorship, archives, and reader reception.
- To examine the role of digitization in reshaping access, pedagogy, and cultural memory.
- To enable students to initiate and carry out basic Digital Humanities projects.

Course Content:

Module 1	Foundations of Digital Humanities	Principles, Scope, and Interdisciplinary Context	Assignment	10 Sessions

Topics:

- History and emergence of DH
- What distinguishes DH from traditional Humanities?
- Text, archive, and digital culture
- DH and interdisciplinarity

Resources:

- Debates in the Digital Humanities (Matthew K. Gold & Lauren Klein, eds., selections)
- Patrik Svensson, "The Landscape of Digital Humanities"
- Melissa Terras, "Artifacts and Texts in the Digital Age"

Module 2	Digital Textuality	Digitization, Encoding, and Distant Reading	Assignment	12 Sessions

Topics:

- Digitization and e-texts
- Text encoding and markup (TEI basics)
- Text mining, word frequency analysis, concordances
- Distant reading vs close reading (Franco Moretti)

Suggested Tools:

- Voyant Tools
- AntConc

Module 3	Mapping, Visualization, and Networks	Spatial and Data-Driven Approaches to the Humanities	Assignment	12 Sessions

Topics:

- Spatial Humanities: mapping texts and cultures

- Network visualization of characters, themes, authorship

- Data visualization principles

- Social media and digital ethnography (introductory)

Suggested Tools:

- Gephi

- Palladio

- Google MyMaps

Resources:

- Johanna Drucker, *Graphesis: Visual Forms of Knowledge Production*

- Richard White, "What is Spatial History?"

- Scott Weingart, "Demystifying Networks"

Module 4	Digital Archives, Memory, and Communities	Curation, Access, and Ethical Dimensions	Assignment	10 Sessions

Topics:

- Archiving and curation in the digital age

- Oral histories, folk cultures, and multimedia preservation

- Access, inequality, and digital divide

- Ethical considerations: copyright, authorship, cultural sensitivity

Resources:

- Roopika Risam, *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy*

- Tara McPherson, "Why Are the Digital Humanities So White?"

- Lisa Nakamura, *Digitizing Race* (excerpts)

Module 5	Digital Humanities in Practice	Practice, Creativity, and Applied Research	Survey	10 Sessions

Topics:

- DH and public humanities: digital storytelling, exhibits, podcasts

- Critical evaluation of global and Indian DH projects

- Collaborative project work: proposals, peer review, presentations

- Future of DH: AI, machine learning, and cultural analytics

Resources

- Alan Liu, "The Meaning of the Digital Humanities"

- Selections from Digital Humanities Quarterly (case studies)

- Indian initiatives: Bichitra (Tagore Variorum), Sahapedia, Indian Digital Heritage

Targeted Application & Tools that can be used:

- Tools: Voyant Tools, Palladio, Gephi, AntConc, StoryMapJS

- Platforms: Omeka, Scalar, WordPress, GitHub (introductory use)

- Applications: text mining, mapping, data visualization, digital storytelling

Project work/Assignment:

- Reflection paper: "What is Digital Humanities?"

- Critical review of a digital archive/project

- Text-mining analysis of a literary text using Voyant Tools

- Visualization/mapping exercise based on a cultural dataset

- Final collaborative project (small-scale DH project: e.g., digital exhibit, interactive map, annotated digital edition)

Topics Relevant to "Human Values and Professional Ethics": The course develops responsible digital literacy and cultural sensitivity, emphasizing accessibility, inclusivity, and ethical practices in digital knowledge production. It enables students to reflect on issues of intellectual property, representation, participation, and the digital divide in both academic and community contexts.

Catalogue prepared by	**Dr. Ahmed Shabin KK**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
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Course Code: **PSY3001**	**Course Title: Psychopathology** **Type of Course: Theory and Practice**		**L-T-P-C**	**3**	**0**	**2**	**4**
Version No.	1.0						
Course Pre-requisites	**PSY1001 – Introduction to Psychology**						
Anti-requisites	Nil						
Course Description	This course explores the distinction between normal and abnormal behavior, diagnostic criteria, theoretical perspectives, and classifications of psychological disorders, enhanced through case studies for realistic understanding and practical application.						
Course Objective	To understand main classification systems of psychological disorders. To be aware of the different theoretical perspectives in understanding psychological disorders. To understand signs and symptoms of different psychological disorders To provide an insight into criteria for diagnosing of abnormal behaviour of varying severities. To make the symptom picture more realistic and clear by introducing case studies of various disorders.						
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Identify behaviours considered to be as abnormal based on intensity, duration and frequency of occurrence of behaviour. **CO2**: Understand the theoretical perspectives underlying the knowledge of psychopathology **CO3**: Categorise disorders into different types based on cluster of signs and symptoms **CO4**: Apply knowledge of signs and symptoms of psychological disorders to suggest therapeutic intervention.						
Course Content:	**Psychopathology**						
Module 1	**Introduction to Psychopathology**	**Assignment**	**10 Sessions**				

History of study of mental illness, Definition of Abnormal Psychology, Elements or indicators of abnormality, Classification of mental disorders – DSM and ICD, Psychological perspectives to abnormality: Psychodynamic-Freud & Newer Psychodynamic theorists, Behavioural perspective, Cognitive perspective, Humanistic Perspectives, Prevalence of mental disorders in India

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Module 2	**Anxiety Disorders, Somatic Symptom Disorder & Dissociative Disorders**	Assignment	10 Sessions

 IIA: Anxiety Disorders: Fear and anxiety response pattern, Meaning of Anxiety Disorders, Definition, Types, Clinical picture, Causes & Treatment - Phobias, Social Anxiety Disorder and GAD, Panic Disorder Obsessive-Compulsive Disorder, PTSD
II B: Somatic Symptom Disorders: Meaning of Somatic Symptom Disorders, Definition, Types, Clinical picture, Causes & Treatment - Somatic Symptom Disorder, Illness anxiety disorder, Conversion Disorder, Factitious Disorder.
II C: Dissociative Disorder: Meaning of dissociative disorders; Definition, Types, Clinical picture, Causes & Treatment - Depersonalization/Derealisation disorder, Dissociative Amnesia and Fugue, Dissociative
Identity Disorder

Module 3	**Personality Disorders and Substance-Related and Addictive Disorders**	Assignment	10 Sessions

III A: Personality Disorders-Meaning and Clinical Features of Personality disorders, Definition, Types (Cluster A,B,C), Clinical picture, Causes & Treatment
III B: Substance-Related and Addictive Disorders- Substance-induced disorders: Definition, Substance intoxication, substance withdrawal, Tolerance
Substance use disorders: Meaning, Alcohol use disorder, Categories of psychoactive drugs: depressants - alcohol and opioids; stimulants - amphetamines and cocaine; hallucinogens; Physical & Psychological dependence, Pathways to Addiction, Treatment

Module 4	**Mood Disorders and Schizophrenia & Delusional Disorders**	Assignment	10 Sessions

IV A: Mood Disorders: Definition, Types of mood disorders. Unipolar Mood Disorders Persistent Depressive
Disorder, Major Depressive Disorder, Specifiers of Major Depressive Disorder, Bipolar and Related
Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II) - Features of Bipolar Disorders
IV B: Schizophrenia & Delusional Disorders
Definition, Clinical picture/ Symptoms, Types, Causes, Treatment- Schizophrenia & Delusional Disorders

Targeted Application & Tools that can be used:

ICD-11 Browser & DSM-5-TR App – for exploring classification systems and diagnostic criteria.
Symptom Checker Simulators – for practicing differential diagnosis.
SimuCase / PsychSim – for virtual case studies and role-play scenarios.
YouTube Clinical Interviews – for observing real-life symptom presentations.

Project Work/ Assignment:
Case study: Choose a disorder from any module. Analyze a case (video, written, or simulated) using DSM-5-TR or ICD-11 criteria. Discuss symptoms, differential diagnosis, possible causes, and treatment options. Output: 1000-word report or presentation.

Text Book(s):
Abnormal Psychology 15 th Edition, Butcher IN, Hooley, JM Mineka, 5. Dwivedi, CB
American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.; DSM-5-TR).

Reference Book (s):
Abnormal Psychology(2001), Gerald C. Davison, John M. Neale, Wiley
Abnormal Psychology-The Problem of Maladaptive Behavior(2005), Irwin G. Sarason, Barbara R. Sarason,
Pearson/Prentice Hall
ICD 11

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in clinical & counseling psychology.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1ST BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025

Course Code: ENG3006	Course Title: Sociolinguistics Type of Course:		L-T-P-C	2-0-2-3
Version No.	1.0			
Course Pre-requisites	ENG2027 - Linguistic Approaches to the English Language			
Anti-requisites	NIL			
Course Description	This course provides an introduction to the field of sociolinguistics, with a specific focus on linguistic diversity and sociolinguistic dynamics within the Indian context. It explores the concepts of dialects and varieties, relationship between contact languages, and examines how language varies and changes in different social contexts and how social factors influence language use. In the last module, students will learn the basics of conducting a sociolinguistics field study through data collection and synthesis.			
Course Objective	The objective of the course is Skill Development of student, developing linguistic appreciation for dialects, varieties, and contact languages, conducting field study and analysing real life language data from a sociolinguistic point of view, through Participative Learning techniques.			
Course Outcomes	**On successful completion of this course the students shall be able to:** **CO1: Explain** key concepts in Sociolinguistics **CO2: Examine** the concepts of language and dialect and how they create social identity **CO3: Analyze** languages in contact within linguistic communities and the language attitude of people belonging to such multilingual communities **CO4: Examine** the social and regional language varieties and their social class membership **CO5: Apply** the basic concepts of data collection and analysis to design your own sociolinguistics interview			
Course Content: Theory				
Module 1	**Introduction to Sociolinguistics**	Quiz	Quiz	6 sessions

- How to define and delineate the study of sociolinguistics
- What it means to 'know' a language
- How language varies across speakers and within the speech of one person
- The social construction of identities
- The relationship between language and culture

Module 2	Languages, Dialects and Varieties	Case Study	Perceptions of "prestige" in social identity of your own language	6 sessions

- Language or Dialect?
- Mutual intelligibility
- The role of social identity
- Standardization
- Standard English?

Module 3	Contact Languages: Structural Consequences of Social Factors	Group Discussion	The Contact Language situation in India	6 sessions

- Lingua Francas
- Pidgin and Creole Languages: Definitions
- Connections between P/C languages and second language acquisition
- Pidgin and Creole Formation
- Creole continuum

Module 4	Language Variation	Assignment	Report on Sociolinguistic Variable Analysis	6 sessions

- Regional Variation
- The Linguistic Variable
- Types of linguistic variables
- Indicators, markers, and stereotypes
- Social Variation
- Social class membership

Module 5	**Data Collection and Analysis**	**Project**	**Field Survey**	**6 sessions**

- The observer's paradox
- The sociolinguistic interview
- Sampling
- Apparent time and real time
- Correlations: dependent and independent variables
- Quantitative sociolinguistics

Course Content: Practical Sessions

Module 1	**Introduction to Sociolinguistics**	**Quiz**		**6 Sessions**

- **Video Analysis on Language & Identity**

  - Watch a short documentary or TED Talk on language and identity.
  - Students note examples where language reflects social belonging or exclusion
- **Language Profile Activity**
- Students prepare a **sociolinguistic profile** of themselves: native language, dialects spoken, code-switching patterns, and identity markers.
- Debate: "Language shapes identity more than identity shapes language."

Module 2	**Languages, Dialects and Varieties**	**Case Study**	**Perceptions of "prestige" in social identity of your own language**	**6 Sessions**

Mutual Intelligibility Test

- Play short audio clips in closely related languages or dialects (e.g., Hindi vs. Urdu, Kannada vs. Telugu).
- Students report on comprehension levels and factors influencing understanding.
- Case Study
  - Perceptions of "prestige" in social identity of your own language

Module 3	**Contact Languages: Structural Consequences of Social Factors**	**Group Discussion**	**The Contact Language situation in India**	**6 Sessions**

- Group Discussion: The Contact Language situation in India
- Write a report on the same
- Creole Language Exploration
- Provide short texts from a Creole language (e.g., Jamaican Creole).
- Students identify patterns in grammar and vocabulary that differ from standard English.

Module 4	Language Variation	Report	Report on Sociolinguistic Variable Analysis	6 Sessions

- Stereotypes & Media Analysis

  - Analyze a video clip that uses accents or dialects for comic effect.
  - Discuss whether it reinforces stereotypes.
- Sociolinguistic Variable Analysis

  - Students collect real-life spoken data (2–3 short conversations) and identify variables like pronunciation, vocabulary, or grammar choices.

Module 5	Data Collection and Analysis	Project	Field Survey	6 Sessions

- Sociolinguistic Interview Practice

  - Students conduct short interviews in pairs to elicit data on language use, dialect, and identity.
  - Reflect on the observer's paradox and data reliability.
- Data Analysis worksheets
- Field Survey

  - Groups present findings from a short sociolinguistic field survey conducted during the module.

Targeted Application & Tools that can be used:
- Language skills
- Critical thinking

Tools: Real-world language data

Project work/Assignment:

Assignment 1: Quiz + Case Study: Perceptions of "prestige" in social identity of your own language

Assignment 2: Group Discussion: The Contact Language situation in India + Report on Sociolinguistic Variable Analysis

Assignment 3/Project: Field Survey

Text books

    1. Wardhaugh, R., & Fuller, J. M. (2015) *An Introduction to Sociolinguistics.* Wiley Blackwell

2] Chong, A., Guillen, J., and Rios., V. (2010). *Language Nuances and Socioeconomic Outcomes.* The American Journal of Economics and Sociology, April, Vol. 69, No. 2, pp. 693-716

References

- Gumperz, John j. (1962). Types of Linguistic Communities. Anthropological Linguistics, Jan., 1962, Vol. 4, No. 1, pp. 28-40
- Francis, N,. and Phyllis, M. Ryan. (1998). English as an International Language of Prestige: Conflicting Cultural Perspectives and Shifting Ethnolinguistic Loyalties. Anthropology & Education Quarterly, Mar., Vol. 29, No. 1, pp. 25-43. Wiley.
- Betageri, A. (2017). A Case for the Standardization of Indian English. Indian Literature, January/February, Vol. 61, No. 1 (297). Sahitya Akademy.
- Braj, B. Kachru. (1976). Models of English for The Third World: White Man's Linguistic Burden or Language Pragmatics? TESOL Quarterly, Vol. 10, No. 2, pp. 221-239
- 5] Mohan, S. (2010-2011). Minority and majority Linguistic groups in India: issues & Problem. Bulletin of the Deccan College Post-Graduate and Research Institute, Vol. 70/71, pp. 261-269. Deemed University.

Topics Relevant to "employability": Developing analytical skills, multicultural communication and cross-cultural adaptability

Topics Relevant to "Human Values and Professional Ethics": Promoting linguistic inclusivity and respect for diversity, avoiding language-based discrimination, encouraging ethical and responsible language use, understanding how language can reinforce or challenge stereotypes

Catalogue prepared by	**Dr. Sayani Banerjee**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
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Course Code: PSY3004	Course Title: Special Group Counseling Type of Course: Theory and Practice	L-T-P-C	2	0	2	3
Version No.	1.0					
Course Pre-requisites	PSY2005 – Counselling Theories and Techniques					
Anti-requisites	Nil					
Course Description	This course offers a comprehensive exploration of group therapy, equipping helping professionals with the theoretical foundations, facilitation techniques, and applied skills necessary for effective group work. Through four structured modules, learners will understand the psychological principles behind group therapy, master essential tools for group facilitation, explore diverse applications across populations, and gain insight into the contributions of pioneering theorists. The course emphasizes experiential learning, interpersonal dynamics, and ethical practice, preparing participants to lead, observe, and participate in therapeutic groups with confidence and competence. Ideal for counselors, psychologists, coaches, and educators, this course bridges theory and practice to foster healing, growth, and transformation within group settings.					
Course Objective	1. Understand the foundational principles and therapeutic mechanisms of group therapy. 2. Develop core facilitation skills and apply effective group techniques. 3. Explore diverse group therapy formats and their applications across populations. 4. Analyze the contributions of key theorists to the evolution of group therapy.					
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Define key concepts and therapeutic factors in group therapy. **CO2**: Explain the differences between group therapy models and their psychological underpinnings. **CO3**: Demonstrate facilitation techniques in simulated or real group settings. **CO4**: Critically evaluate group dynamics and the influence of historical theorists on modern practice.					
Course Content:	Special Group Counseling					
Module 1	**Foundations of Group Therapy**	**Assignment**		**10 Sessions**		

Definition and Scope of Group Therapy, Group Therapy vs. Individual Therapy, Irvin Yalom's Therapeutic Factors, Types of Group Therapy (CBT, DBT, Support, Psychoeducational, etc.), Group Dynamics and Social Behavior, Benefits of Group Therapy for Clients and Professionals, Ethical Considerations and Confidentiality in Group Settings

Module 2	**Pioneers and Theoretical Foundations of Group Therapy**	Assignment	10 Sessions

Irvin D. Yalom: Existential and Interpersonal Group Therapy, Jacob L. Moreno: Psychodrama and Sociometry, Kurt Lewin: Group Dynamics and Social Psychology, Wilfred Bion: Psychoanalytic Group Theory, S.H. Foulkes: Group Analysis and Communication

Module 3	**Group Facilitation Skills and Techniques**	Assignment	10 Sessions

Establishing Group Guidelines and Safety, The "Here and Now" Technique, Active Listening and Reflective Responses, Process Interventions and Managing Group Dynamics, Role-Playing and Empty Chair Technique
Expressive Tools: Art, Movement, and Journaling, Check-ins, Check-outs, and Feedback Rounds

Module 4	**Applied Group Therapy for Helping Professionals**	Assignment	10 Sessions

Using Group Therapy in Coaching, Observational Skills and Relational Assessment, Group Therapy for Specific Populations (e.g., LGBTQ+, ACOA, Grief), Cost-Effectiveness and Accessibility of Group Therapy Personal Growth and Self-Awareness for Professionals

Targeted Application & Tools that can be used:
Padlet / Jamboard – for collaborative reflections and visual exercises
Moodle / Canvas – for structured course delivery and journaling assignments
Art Therapy Apps (e.g., Sketchbook, Procreate) – for expressive therapy exercises

Project Work/ Assignment:
Reflective Journal Assignment: Write a weekly journal reflecting on group dynamics observed in a real or simulated group setting. Include insights on therapeutic factors, facilitation techniques, and personal reactions.
Group Facilitation Simulation: Design and lead a 30-minute mock group therapy session (online or in-person). Submit a session plan, facilitation strategy, and post-session reflection analyzing group behavior and outcomes.

Text Book(s):

Yalom, I. D., & Leszcz, M. (2020). The Theory and Practice of Group Psychotherapy (6th ed.). Basic Books.

Corey, G. (2016). Theory and Practice of Group Counseling (9th ed.). Cengage Learning

Reference Book (s):

Jacobs, E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). Group Counseling: Strategies and Skills (8th ed.). Cengage Learning.

Bion, W. R. (1961). Experiences in Groups. Tavistock Publications.

Foulkes, S. H. (1983). Introduction to Group-Analytic Psychotherapy. Karnac Books.

Online Resources (e-books, notes, ppts, video lectures etc.):

- https://www.counselindia.com/ebook
- https://www.nimh.nih.gov
- https://www.brainfacts.org
- https://www.all-about-psychology.com/psychology-ebook.html
- https://www.free-ebooks.net

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in c o u n s e l i n g.

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	1ST BOS held on 06/06/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025
Suggestion given by the board	27th BOM held on 28th July, 2025

Course Code: PSY3002	Course Title: Psychological Testing & Measurement			L-T-P-C	3	0	2	4
	Type of Course: Theory and Practice							
Version No.	1.0							
Course Pre-requisites	Students enrolling in this course should have a basic understanding of psychological concepts and an interest in human behaviour and cognition.							
Anti-requisites	Nil							
Course Description	This course introduces students to the principles, methods, and applications of psychological testing and measurement. It covers the construction, standardization, and interpretation of psychological tests used in educational, clinical, and organizational settings. Students will explore psychometric theories, statistical foundations, and ethical considerations in testing. Through hands-on activities, case studies, and analysis of real-world tools, learners will gain practical skills in test evaluation, administration, and reporting. The course emphasizes critical thinking, cultural sensitivity, and scientific rigor in psychological assessment, preparing students for advanced studies and professional roles in psychology and allied fields.							
Course Objective	1. Understand the theoretical foundations and historical evolution of psychological testing. 2. Learn the processes involved in test construction, standardization, and validation. 3. Apply statistical and psychometric principles to evaluate psychological tests. 4. Explore the use of psychological assessments in various applied settings.							
Course Outcomes	**On successful completion of this course, the students shall be able to:** **CO1**: Define key concepts in psychological testing and measurement. **CO2**: Explain the principles of reliability, validity, and standardization. **CO3**: Administer and interpret basic psychological tests ethically and accurately. **CO4**: Evaluate the strengths and limitations of different psychological assessments.							
Course Content:	**Psychological Testing & Measurement**							
Module 1	**Introduction to Psychological Testing**	Assignment		12 Sessions				

Definition and Scope of Psychological Testing, Historical Development of Psychological Measurement Characteristics of a Good Psychological Test, Types of Psychological Tests (Ability, Personality, Achievement, etc.), Ethical Issues in Testing and Assessment, Applications of Psychological Testing in India

Module 2	**Test Construction and Standardization**	**Assignment**	**10 Sessions**

Steps in Test Construction, Item Writing and Item Analysis, Reliability: Types and Methods, Validity: Content, Construct, Criterion-related, Norms and Standard Scores, Standardization Procedures and Field Testing

Module 3	**Psychometric Theories and Statistical Foundations**	**Assignment**	**11 Sessions**

Classical Test Theory (CTT), Item Response Theory (IRT), Measurement Scales: Nominal, Ordinal, Interval, Ratio, Correlation and Regression in Testing, Factor Analysis and Test Dimensionality, Interpretation of Test Scores and Profiles

Module 4	**Applications of Psychological Testing**	**Assignment**	**12 Sessions**

Intelligence Testing (e.g., WAIS, Binet), Personality Assessment (e.g., MMPI, 16PF), Aptitude and Vocational Tests, Educational Testing and Achievement Tests, Clinical and Neuropsychological Assessments, Psychological Testing in Organizational Settings

Targeted Application & Tools that can be used:
SPSS / JASP / Jamovi – for statistical analysis of test data **Google Forms / SurveyMonkey** – for administering self-designed tests
Project Work/ Assignment: Design a short psychological scale (e.g., stress, motivation). Include item writing, scoring method, and mock standardization. Present findings.
Text Book(s): Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
Reference Book (s): • Singh, A. K. (2019). *Tests, measurements and research methods in behavioural sciences* (6th ed.). Bharti Bhawan.

- Chadha, N. K. (2009). *Applied psychometry*. SAGE Publications India.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Prentice Hall.

American Psychological Association. (2022). *Publication manual of the American Psychological Association* (7th ed.).

Topics relevant to "SKILL DEVELOPMENT": This course develops critical thinking, scientific reasoning, and data analysis skills through hands-on experiments and research assignments. Students also enhance their communication, teamwork, and problem-solving abilities, which are valuable across careers in test construction and standardization, clinical psychology.

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Course Code: **ENG3004**	**Course Title:** **Text and Textualities**	**L- T- P- C**	**4**	**0**	**0**	**4**
Version No.	**1.0**					
Course Pre-requisites	**ENG1020 - Popular Literatures**					
Anti-requisites	**NIL**					
Course Description	This course introduces students to the fundamental questions of textuality: What is a text? Who creates meaning—the author or the reader? How does context shape interpretation? It explores the evolution of texts from traditional literature to digital culture, emphasizing how meaning is constructed, deconstructed, and reinterpreted over time. Students will engage with a range of materials—literary works, advertisements, legal documents, memes, and AI-generated texts—to analyze the fluidity of textual meaning in diverse contexts					
Course Outcomes	**On successful completion of the course the students shall be able to:** **CO1**. Identify different types of texts and differentiate between "text" and "work." **CO2**. Describe how meaning is shaped by both authors and readers. **CO3**. Recognize intertextual references with digital textualities. **CO4**. Explain how historical, cultural and social contexts influence textual meaning **CO5**. Apply the concepts to interpret evolving forms of texts.					
Course Content						
Module 1	**Understanding Text: An Introduction**			**12 Sessions**		

Key Topics:

- **Defining a text** – From literature to billboards to emojis
- **Text vs. Work** – Do stories exist beyond their pages?
- **Genres of text** – Literary, digital, performative, visual
- **Case Studies** – A Shakespeare sonnet, a Marvel movie, an internet meme

Primary Readings:

- Roland Barthes – *From Work to Text*
- Texts: "Sonnet 18" (Shakespeare), an Instagram ad, a viral meme

Module 2	Process of Meaning Making: The Reader vs. the Author	12 Sessions

- *"Death of the Author?"* by Roland Barthes – Can a text mean something the author didn't intend?
- Reader-Response Theory
- Exploring the process of meaning making
- *Interpretive Communities* – Why some groups read texts differently

Primary Readings:

- *Stanley Fish – Is There a Text in This Class?*
- Roland Barthes – *The Death of the Author*
- Texts: *Hills Like White Elephants* (Hemingway)

Module 3	Digital Textualities	10 Sessions

Key Topics:

- Digital Textualities: Meaning and context
- Hypertext and Interactivity
- Digital Authorship
- Identity and Performance

Primary Readings:

- *Representation Theory* by Stuart Hall
- *Cybertext Theory* by Aarseth
- Text : Instagram meme thread , Wattpad story

Module 4	Texts, Identity, and Society	14 Sessions

Key Topics:

- Texts as a site of identity formation
- Idea of Representation
- History and its role in the process of meaning making
- Identity Politics and Cultural Narratives

Primary Readings:

- Excerpts on 'Performativity of Identity' from *Gender Trouble* by Judith Butler
- Excerpts from *Theory of Identity Development* by Erik Erikson
- Texts: "Danger of a Single Story" by Chimamanda Ngozi Adichie)(Tedtalk) ; A contemporary advertisement or an Instagram Influencer Campaign

Module 5	**Texts in Practice**	**12 Sessions**

Key Topics:

- Texts as Social Action
- Intertextuality in Everyday life
- Psychology of Text: Framing and Perception
- Authorship in the Digital Age
- Closing Synthesis – Is Everything a Text?

Primary Readings :

- "*Word, Dialogue and Novel" by* Julia Kristeva
- "Image- Music- Text" by Roland Barthes
- *Literary Theory: An Introduction, Conclusion – Limits of 'text'*
- *Text: Greta Thunberg's UN Speech meme-ified , Lion King film*

Targeted Application & Tools that can be used:

1. Adichie, C.N. (2009, July). *The Danger of a Single Story (Video). TED Conferences. http://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_A_single_story*
2. Aarseth, E.J. (1997). *Cybertext: Perspectives on erogodic literature.* John Hopkins University Press.
3. Barthes, Roland. Image-Music-Text. Translated by Stephen Heath, Fontana Press, 1977.
4. Barthes, Roland. "From Work to Text." In Image-Music-Text, translated by Stephen Heath, Fontana Press, 1977.
5. Barthes, Roland. "The Death of the Author." In Image-Music-Text, translated by Stephen Heath, Fontana Press, 1977.
6. Bhabha, Homi K. The Location of Culture. Routledge, 1994.
7. Bolter, Jay David. Writing Space: Computers, Hypertext, and the Remediation of Print. Routledge, 2001.
8. Fish, Stanley. Is There a Text in This Class? The Authority of Interpretive Communities. Harvard University Press, 1980.
9. Genette, Gérard. Palimpsests: Literature in the Second Degree. University of Nebraska Press, 1997.
10. Genette, Gérard. Paratexts: Thresholds of Interpretation. Cambridge University Press, 1997.

11. Hemingway, Ernest. Hills Like White Elephants. In Men Without Women, Scribner, 1927.
12. Hutcheon, Linda. A Theory of Adaptation. Routledge, 2006.
13. Iser, Wolfgang. The Act of Reading: A Theory of Aesthetic Response. Johns Hopkins University Press, 1978.
14. Kristeva, Julia. "Word, Dialogue, and Novel." In The Kristeva Reader, edited by Toril Moi, Columbia University Press, 1986.
15. Manovich, Lev. The Language of New Media. MIT Press, 2001.
16. McCloud, Scott. Understanding Comics: The Invisible Art. Harper Perennial, 1993.
17. Orwell, George. 1984. Secker & Warburg, 1949.
18. Said, Edward. Orientalism. Pantheon, 1978.
19. Shakespeare, William. Sonnet 18. In Shakespeare's Sonnets, Thomas Thorpe, 1609.
20. Williams, Raymond. Marxism and Literature. Oxford University Press, 1977.

Topics Relevant to "employability":

Topics Relevant to "Human Values and Professional Ethics":

Catalogue prepared by	**Dr. Jyoti Parameswaran**
Recommended by the Board of Studies on	**13th BOS held on 06/06/2025**
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