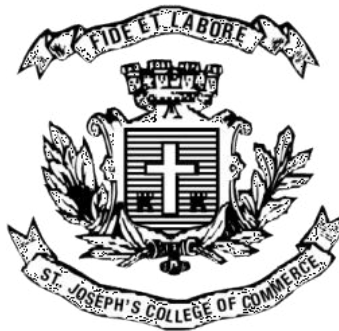# St. Joseph's College of Commerce

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

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

Recognized by the UGC as

"COLLEGE WITH POTENTIAL FOR EXCELLENCE"

B.A. (English & Psychology)

Semester V

Syllabus for the Academic Year 2024-25

St. Joseph's College of Commerce

(An Autonomous Institution affiliated to Bengaluru City University)

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

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

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

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

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

ABOUT THE DEPARTMENTS

Department of English
Since its inception the Department of English has focused on providing a humanistic perspective to the study of language and literature. The faculty at the department come from a variety of disciplinary backgrounds, interests, and orientations. Some of our special interest areas include Cultural Studies, Postcolonial studies, Film studies, Theatre and Performance Studies, Gender Studies, and Classical and Contemporary Literature.

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

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

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

ABOUT THE PROGRAMME

The four-year B.A. (English & Psychology) Programme foregrounds the study of literature in the global and the Indian context. Through a close study of texts, genres, and cultural milieus, this course enables students to appreciate the delights of narratives and metaphors, and prepares them for the professional demands of the new economy. This multidisciplinary programme offers a wide array of courses in Literary and Cultural Studies, Language and Communication Studies, and Theatre and Media Studies. It aims to foster a life of intellectual exploration and passion for ideas. Overall, it promotes a deeper and empathetic understanding of the human condition. The pedagogical method of this Programme includes lectures, seminars, workshops, tutorials, field trips, internships, lab work, and teaching practice. Additionally, this programme offers skills and vocational courses in web and graphic designing, content creation, copywriting, social media management, editing and proofreading, translation, and entrepreneurship - paving way for rewarding careers in writing, journalism, teaching, publishing, media, public relations, community engagement, research, and literary/ cultural business enterprise.

OBJECTIVES OF THE B.A. ENGLISH PROGRAMME:

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

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

1. The regulations governing the four-year **B.A. English & Psychology Programme** with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2021-2022.

2. The **B.A. English & Psychology Programme** shall be structured in a semester mode with multiple exit options:

Certificate	On the completion of **First Year** *(two semesters)*
Diploma	On the completion of **Second Year** *(four semesters)*
Basic Bachelor Degree	On the completion of **Third Year** *(six semesters)*
Bachelor Degree	On the completion of **Fourth Year** *(eight semesters)*

3. The four-year undergraduate degree holders with research component and a suitable grade are eligible to enter the *Doctoral Programme* in a relevant discipline.

4. The students who exit with Certification, Diploma or Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.

5. The four-year **B.A. English & Psychology Programme** offers a wide range of multidisciplinary courses with exposure to other disciplines, specializations and areas. The programme aptly caters to knowledge, ability, vocational, professional and skill enhancement along with focus on humanities, arts, social, physical and life sciences, mathematics, sports etc.

6. The four-year **B.A. English & Psychology Programme** combines conceptual understanding with practical engagement through lab courses, national and international field visits, internship, conferences, workshops, seminars, case study analysis, group discussions and research projects.

7. A wide range of *Skill Enhancement Courses* are offered in the first four semesters to enhance language and communication, logical reasoning, critical thinking, problem solving, data analytics and life skills.

8. In each of the first four semesters students will have an option of studying

a course from other disciplines. Students will be given an option to choose from a pool of *Open Elective Courses* that provide exposure to multiple disciplines and thereby making the programme truly multi-disciplinary.

9. Students can make a choice of a *specialization/elective* in the 3rd and the 4th year of the programme.

I. ELIGIBILITY FOR ADMISSION

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

II. DURATION OF THE PROGRAMME

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

III. MEDIUM OF INSTRUCTION

The medium of instruction shall be English.

IV. ATTENDANCE

a. A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses, compulsorily.

b. A student who fails to complete the course in the manner stated above shall not be permitted to take the End Semester Examination.

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

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

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

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

VI. CREDIT REQUIREMENT

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

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

*Credits are subject to change as per the NEP guidelines

VII. TEACHING & EVALUATION

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

VIII.   EXAMINATION & EVALUATION

CONTINUOUS FORMATIVE EVALUATION/ INTERNAL ASSESSMENT

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

TOTAL MARKS FOR EACH COURSE	100%
Continuous Internal assessment – **CIA 1**	20% marks
Continuous Internal assessment – **CIA 2**	20% marks
End Semester Examination **(ESE)**	60% marks

EVALUATION PROCESS OF INTERNAL ASSESSMENT MARKS SHALL BE AS FOLLOWS:

a) The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.

b) During the end of the semester, end semester examination shall be conducted by the college for each course. This, forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.

c) The students shall be informed about the modalities well in advance. The evaluated assignments during component I (CIA 1) and component II (CIA 2) are immediately provided to the students.

d) The marks of the total internal assessment shall be published on the ERP for students at the end of semester.

e) The internal assessment marks shall be submitted to the COE as per the date mentioned.

f) There shall be no minimum in respect of the internal assessment marks.

g) Internal assessment marks may be recorded separately. A student who has failed, shall retain the internal assessment marks as there will be no change in the CIA results scored.

MINIMUM FOR A PASS

a. A student needs to get 40% in the end semester examination and in addition the student also should get an aggregate of overall 40% inclusive of his internal assessment to be declared as passed.

b. The student who is passed in all the end semester examinations in the first

attempt is eligible for rank

c. A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class and CGPA but not for ranking.

d. The results of students who have passed the last semester examinations but not passed the lower semester examinations shall be eligible for the degree only after completion of all the lower semester examinations.

e. If a student fails in a subject, either in theory or practical's he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical is separately) as stated above.

CARRY OVER

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

CLASSIFICATION OF SUCCESSFUL CANDIDATES

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

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

TRANSFER FOR ADMISSION

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

CONDITIONS FOR TRANSFER OF ADMISSION OF STUDENTS WITHIN THE UNIVERSITY

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

CONDITIONS FOR TRANSFER ADMISSION OF STUDENTS OF OTHER UNIVERSITIES

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

B. A. (English & Psychology) Programme

I.   Programme Objectives:

Programme Educational Objectives (PEO)

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

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

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

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

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

II.   Programme Outcomes (PO)

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

PO1: Disciplinary and Interdisciplinary Knowledge

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

PO2: Decision-Making Skill

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

PO3: Integrated Problem-Solving and Research

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

PO4: Critical Thinking Skill

Evaluate and critique evidence, arguments, claims, and beliefs within a social system by using theoretical concepts and skills acquired through the courses.

PO5: Creative Thinking Skill

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

PO6: Usage of Modern Technology and Tools

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

PO7: Leadership and Teamwork

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

PO8: Ethical Conduct and Sustainability Practices

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

PO9: Collaboration and Networking Skills

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

PO10: Self-directed and Life-long Learning

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

Programme Specific Outcomes (PSOs)

PO11: Career Options

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

PO12: Proficiency in Literary Studies and Psychology

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

PO13: Cultural Sensitivity

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

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

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

Course Matrix

Semester V

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

SYLLABUS: SEMESTER V

A1 22 DC 501: LITERARY THEORY AND CRITICISM

Course Objectives:

- To understand the foundations of literary criticism
- To analyse/interpret literature through the lens of a theoretical framework
- To be aware of the literary movements that swept through ages

Course Outcomes

At the end of this course, students will be able to:

- Showcase an understanding of the key concepts in literary theory and criticism
- Interpret literary texts using select literary theoretical ideas
- Articulate both in speaking and writing an understanding of literary theory and its significance in specific literary texts

Introduction to the Course

According to American literary critic J Hillis Miller, literary theories have no other legitimate function than to aid the reading of literary works. This course, as the title suggests, intends to introduce students to the foundational tenets of literary theory and criticism. Students will study how developments in the field of literary theory and criticism in Greece, India, England, America, Fance, Russia, and Germany have collectively contributed to its tradition. The course is designed to encourage the participants to develop an overview of the discipline by closely interacting with the original texts of literary theory and criticism and engaging with a wide range of background readings. Along with evolving an understanding of the diverse literary movements and thoughts, the course will also expose students to select contemporary debates in the field of literary theory and criticism, including cultural theory.

Module 1: Emergence of Literary Theory and Criticism   10 hrs

- Mimesis: Ancient Greek Literary Theory – Andrea Nightingale
- Indian Aesthetics: A Historical and Conceptual Overview — Mini Chandran and Sreenath V.S.
- Preface of Literary Theory: An Introduction — Terry Eagleton
- Criticism Incorporated: John Crowe Ransom

Module 2: Classic Traditions in Literary Theory and Criticism   10 hrs

- Poetics: Aristotle (extract)
- On Natya and Rasa: Aesthetics of Dramatic Experience
- On the Sublime — Longinus (extract)
- Tholkkappiyar — Translated from Tamil by S. Ilakkuvanar
- On Syntax and Meaning — Bhartrhari
- Dhvani: Structure of Poetic Meaning — Anandavardhana
- Art Experience — M. Hiriyanna
- An Apology for Poetry — Philip Sidney
- Preface to Shakespeare — Samule Johnson
- Biographia Literaria — Chapter 14 & 16

Module 3: Literary Movements and Thoughts in the 19th and 20th Century   30 hrs

- Liberal Humanism: The Tenets of Liberal Humanism
- Marxism
- Feminism
- Psychoanalytic Criticism
- Formalism
- Practical Criticism
- New Criticism
- Structuralism
- Post Structuralism
- Deconstruction
- Modernism
- Postmodernism
- Ecocriticism

Literary Concepts

- Reader Response Criticism
- Archetypal Criticism
- Intentional Fallacy
- Affective Fallacy
- Objective Correlative
- Coleridge's Theory of Imagination
- Negative Capability

Readings:

- Towards a Methodology of Marxist Literary Criticism — Raymond Williams
- A Room of One's Own — Virginia Woolf
- Tradition and Individual Talent — T.S. Eliot
- Four Kinds on Meaning — I.A. Richards
- Language of Paradox — Cleanth Brooks

- Art as Technique — Victor Shklovsky
- Structure, Sign, and Play in the Discourse of Human Sciences — Jacques Derrida
- The Death of the Author — Roland Barthes
- Introduction to the Power of Forms in the English Renaissance — Stephen Greenblatt
- The Postmodern Condition: A Report on Knowledge
- Literary Studies in an age of Environmental Crisis — Cheryll Glotfelty
- Creative Writers and Day-dreaming – Sigmund Freud
- Interpreting the Variorum — Stanley Fish

Module 4: Contemporary Debates in Literary Theory and Criticism   10 hrs

- After Theory: J Hillis Miller
- Queer And Now: Eve Kosofsky Sedwick

Literary Concepts

- Cultural Theory
- Digital Humanities
- Anthropocene
- Trans-humanism
- Post humanism

Recommended Reading

- Ancient Literary Criticism: Introduction – D.A. Russel and M. Winterbottom
- Critical Theory Since Plato — Hazard Adams
- An Introduction to Indian Poetics — V. Raghavan and Nagendra
- The Literatures of India: An Introduction – R.C. Dwivedi
- Indian Literary Criticism: Theory and Interpretation — G.N. Devy
- Modern Literary Theory — Philip Rice and Patricia Waugh
- Literary Theory: An Anthology — Julie Rivkin and Michael Ryan
- Literary Theory and Criticism: An Oxford Guide — Patricia Waugh
- Modern Literary Criticism and Theory: David Lodge
- Rasa - Mini Chandran and Sreenath V.S.
- An Essay on Criticism: Alexander Pope
- A Defence of Poetry — P.B. Shelly
- Preface to the Second Edition of Lyrical Ballads
- Towards a Cultural Poetics — Stephen Greenblatt
- Professing the Renaissance: The Poetics and Politics of Culture — Louis Montrose

- Critically Queer — Judith Butler
- Micheal Foucault — What is an Author
- Anatomy of Criticism: Northrop Frye
- Reading Process: A Phenomenological Approach — Wolfgang Iser
- Feminism and Critical Theory — Gayatri Spivak
- The Politics of Theory: Ideological Positions in the Postmodernism Debate — Fredric Jameson
- Resonance and Wonder — Stephen Greenblatt
- The Typology of Detective Fiction — Tzvetan Todorov
- Cultural Identity and Diaspora — Stuart Hall
- The Archetypes of Literature — Northrop Frye
- The Beast in the Closet — Eve Kosofsky Sedwick
- Capitalism, Modernism and Postmodernism — Terry Eagleton
- Where is Cultural Criticism in the Digital Humanities — Alan Liu
- What is Digital Humanities and What's It Doing in English Departments — Matthew G. Kirschenbaum
- Anthropocene Time — Dipesh Chakraborty

A1 22 DC 502: POSTCOLONIAL LITERATURES

Course Objectives:

- To grasp and elucidate concepts like colonialism, imperialism, neocolonialism, postcolonialism, hybridity, discourse, hegemony, etc., and explore their interconnectedness within postcolonial studies.
- To scrutinize diverse views on nationalism and self-determination in colonial and postcolonial contexts, assessing their impact on resistance against colonialism and nation-building.
- To engage with theoretical texts to develop a critical understanding of postcolonial theory and its application to literary analysis.
- To assess how these theories illuminate power dynamics, cultural representations, and knowledge production in colonial and postcolonial contexts.
- To explore the intersections of race, identity, and power in postcolonial societies.

Course Outcomes:

Upon completion of the course, students will be able to:

- define and explain key concepts and will be able to elucidate the interconnectedness of these concepts within the framework of postcolonial studies, recognizing their significance in shaping historical narratives, power structures, and cultural identities.
- engage in nuanced analyses of diverse perspectives on nationalism and the pursuit of self-determination in colonial and postcolonial contexts.
- cultivate a critical understanding of postcolonial theory and its application to literary analysis.
- explore the complex intersections of race, identity, and power in postcolonial societies.
- develop the ability to critically engage with complex socio-political issues in a global context.

Module - I: Postcolonialism and related Concepts   **(15 Hrs)**

Concepts: Colonialism, Imperialism, Neocolonialism, Postcolonialism, Hybrididty, Discourse, Hegemony, Representation, othering, Resistance, Mimicry, Identity, Othering

1. Nationalism in India by Rabindranath Tagore
2. Gandhi. -Hind Swaraj (Excerpts)

Module - II: Prose   (15 Hrs)

1. Frantz Fanon, 'The Fact of Blackness' and 'On National Culture' in Ashcroft, Griffiths and Tiffin (Eds), The Postcolonial Studies Reader, London, Routledge, 1995, Pages 153-157, 323-326
2. Edward Said, 'Introduction' to Orientalism, London: Penguin Books, (1978)
3. The Economy of Manichean Allegory: The Function of Racial Difference in Colonialist Literature by Abdul R. JanMohamed

Module - III : Texts   (15 Hrs)

    1. Wole Soyinka : 'Telephone Conversation'
    2. Maya Angelo - 'Africa' and 'America'
      Any ONE Text

    3. Things Fall Apart by Chinua Achebe
    4. Dangarembga, Tsitsi. Nervous Conditions. Lynne Rienner,
    5. Hodge, Merle. Crick Crack Monkey. Waveland, 1970.

Module - IV: New Colonialism - Visual Texts   (15 Hrs)

Pre-reading

    1. Review of "The Coming of Neo Feudalism" by Joel Kotkin, September 2020, Authors - Amitrajeet A. Batabyal, Rochester Institute of Technology

    2. Automation and Utopia Human Flourishing in a World without Work by John Danaher, Cambridge, Massachusetts, and London, England, 2019 (Exerpts)

Visual Texts (Any one)

    1.   Timbuktu (2014): Directed by Abderrahmane Sissako
    2.   Rabbit-Proof Fence (2002) - Phillip Noyce

Extended Readings:

- Appadurai, Arjun. "Disjuncture and Difference in the Global Cultural Economy"

- Hear, Nicholas Van. "Moving out, coming in, going back, moving on, staying put"
- Huggan, Graham. "Post-coloniality
- "The Location of Culture" by Homi K. Bhabha
- "Colonialism/Postcolonialism" by Ania Loomba
- "Imperial Eyes: Travel Writing and Transculturation" by Mary Louise Pratt
- Anderson, Benedict-Introduction to Imagined Communities
- Mohanty, Chandra-"Under Western Eyes- Feminist Scholarship and Colonial Discourse"
- Bhabha, Homi-"Signs taken for Wonders"
- Guha, Ranajit-"Some aspects of the Historiography of colonial India"
- Huggan, Graham. "Post-coloniality " in Diasporas: concepts, intersections, identities. Ed. Kim Knott and Sean McLoughlin. London: Zed Books Ltd. 2010.
- Saunders, Kriemild. Feminist Post - Development Thought : Rethinking modernity, postcolonialism & representation. New Delhi Zed Books, 2007.
- Spivak, GayatriChakravorty.Critique of postcolonial reason : Towards a History of the Vanishing Present. Calcutta: Seagull Books Private Limited 1999.

A1 22 DC 503: AMERICAN LITERATURE

Course Objectives:

- To delve into the intricate blend of identities and aesthetic sensibilities across different historical periods through literary texts.
- To analyse the human experience within the historical and cultural context, fostering a deeper understanding.
- To promote cross-cultural perspectives and facilitate discussions on American Literature, bridging diverse viewpoints.
- To explore the diverse genres within American literature, encompassing poetry, short fiction, drama, novels, and non-fiction.

Course Outcomes:

At the end of the course students should be able to

- Demonstrate a nuanced comprehension of the interplay between identities and aesthetic expressions depicted in literary texts.
- Examine the human condition within the backdrop of historical and cultural milieus.
- Engage in critical discourse that embraces cross-cultural viewpoints, thereby broadening perspectives within the realm of American Literature.
- Explore diverse genres within American literature, including poetry, short fiction, drama, novels, and non-fiction, thereby enriching literary appreciation and understanding.

Unit I: Prose (15 hours)

- People's history of the United States – Howard Zinn (Extracts)
- Henry David Thoreau   - Civil Disobedience
- Benjamin Franklin   - Remarks concerning the savages of North America
- Zitkala Za   - American Indian Stories (Extracts)
- Dee Brown   – Bury my Heart at the Wounded Knee
- James Baldwin.   – Sonny's Blues

Unit II: Poetry (15 hours)

- Select poems by Ralph Waldo Emerson
- Walt Whitman – The Great City, O Captain! My Captain!
- Langston Hughes – The Negro Speaks of Rivers
- Select poems by Edgar Allan Poe
- Select Poems by Emily Dickinson
- Sylvia Plath- Mirror

Unit III: Drama (7 hours)

- Emperor Jones – Eugene O'Neil

Unit IV: Film Texts (7 hours)

- Dances With Wolves – Kevin Costner
- Do the Right Thing – Spike Lee
- 12 Years a Slave - Steve McQueen

Unit V: Novel (10 hours)

- Herman Melville – Benito Cereno
- Tar Baby- Toni Morrison

Unit VI: American Folk Music Tradition (6 hours)

- The history of American protest music from "Yankee Doodle" to Kendrick Lamar - Vox

- Mississippi Goddam, Strange Fruit   - Nina Simmone,

- Blowin' in the Wind   - Bob Dylan

- Tear the Fascists Down, this land is your land   - Woody Guthrie

- Where have all the flowers gone?, We shall Overcome   - Pete Seeger

- What a Wonderful World, Go down Moses   -Louis Armsstrong

- Everybody's Got a Right to Live   - Fredrick Douglass and Jimmy Collier

Additional Readings:

1. American Literature I: An Anthology of Texts From Early America the Early 20th Century – Jenifer Kurtz
2. Meena Alexander – Poetics of Dislocation (Essay)
3. Declaration of Independence 1776
4. Norton Anthology of American Literature
5. Nathaniel Hawthorne – The Scarlet Letter
6. The Grapes of Wrath – John Steinbeck
7. Ernest Hemingway – Old man and the Sea
8. American Renaissance - FO. Matthiessen

A1 22 MN 501: ABNORMAL PSYCHOLOGY (THEORY)

Course Objectives

1. To understand the concepts of abnormality and mental disorders.
2. To analyse the clinical picture of neurodevelopmental disorders.
3. To explain anxiety related and stress related disorders.
4. To classify and understand mood disorders
5. To examine schizophrenia and personality disorders

Module 1: Understanding Abnormality   12 Hrs

Meaning and definitions: Abnormality, abnormal psychology, mental disorder, criteria for abnormal behaviour, historical and contemporary conceptions of abnormality
Classification systems: significance and criticisms, DSM-5-TR, ICD 11;
Causes of abnormal behaviour: necessary, predisposing, precipitating, and reinforcing causes, stress-diathesis model
Overview of psychological viewpoints: psychodynamic, behavioural, cognitive-behavioural and socio-cultural.
The Four Ds of Abnormality (Student Effort Hours).

Module 2: Neurodevelopmental Disorders   12 Hrs

Intellectual disability - definition, levels, organic brain syndromes
Autistic disorders - clinical picture
Learning disorders (dyslexia, dysgraphia and dyscalculia) - clinical picture
Behavioural disorders: attention deficit/hyperactivity disorder – clinical picture
Oppositional Defiant Disorder (Student Effort Hours).

Module 3: Anxiety Related Disorders and Stress Related Disorders   12 Hrs

Anxiety disorders – meaning; types of anxiety disorders: phobias, panic disorder, generalized anxiety disorder, OCD
Stress-related disorders: Clinical picture: post-traumatic stress disorders, dissociative disorders.
Student effort hours: social phobia

Module 4 – Mood Disorders   10 Hrs
Mood disorders – meaning
Unipolar mood disorders: major depressive disorder, dysthymia – clinical picture
Bipolar disorders: cyclothymia, bipolar I, bipolar II.
Suicide: meaning, prevention and intervention.
Student effort hours: Communication of suicidal intent

Module 5: Schizophrenia and Personality Disorders   14 Hrs

Schizophrenia - meaning, clinical picture

Personality disorders – introduction, clinical features and brief descriptions of Cluster A (paranoid, schizoid, schizotypal), cluster B (borderline, histrionic, narcissistic, antisocial), and cluster C (obsessive compulsive, avoidant, dependent).

Psychosocial causal factors of schizophrenia (Student Effort Hours).

Skill Development

(These activities are only indicative. The faculty member can innovate.)

1. Identify a movie which depicts a specific mental disorder covered in the syllabus. Describe the symptoms presented in the movie. Analyse whether this depiction is accurate based on your understanding of the clinical picture of that disorder with reference to specific scenes.
2. Students will be provided a case study and asked to provide a provisional diagnosis, and explanation for the same based on their knowledge of diagnostic criteria and the clinical picture of disorders described in the syllabus.

Course Outcomes

After successful completion of the course, students will be able to:

1. To analyse the concepts of abnormality, abnormality and mental disorders.
2. To demonstrate an understanding the clinical picture of neurodevelopmental disorders.
3. To examine anxiety related and stress related disorders.
4. To compare and contrast aspects of various mood disorders
5. To illustrate the clinical picture of schizophrenia and personality disorders

References:

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

A1 22 MNP 501: ABNORMAL PSYCHOLOGY (PRACTICAL)

Practical List

1. Singh Personal Stress Source Inventory
2. Raven's Standard Progressive Matrices
3. Binet Kamat Test
4. Minnesota Multiphasic Personality Inventory (Revised)
5. Bender-Gestalt Test
6. IPAT
7. Beck's Depression Inventory
8. Eysenck's Personality Inventory
9. Indian Social Media Addiction Scale
10. 16 Personality Factor Questionnaire (Revised)
11. SAKS Sentence Completion Test
12. Transactional Analysis Questionnaire
13. Rorschach Ink Blot Test (demonstration)
14. Thematic Apperception Test (demonstration)

Statistics: Dependent sample t test

A1 22 MN 502: SOCIAL PSYCHOLOGY (THEORY)

Course Objectives

1. To understand the meaning and origins of social psychology.
2. To understand the role of social perception in understanding the world.
3. To explain the role of social influence and groups on behaviour.

4. To analyse the role of stereotyping, prejudice and discrimination on group dynamics.
5. To understand the concept of aggression.

Module 1: Introduction and Social Cognition   **12 Hrs**

Social psychology: definition, nature and history of social psychology.

Social cognition: heuristics, automatic and controlled processing, errors in social cognition, affect and cognition.

Schemas (student effort hours).

Module 2: Social Perception   **12 Hrs**

The social self: Self-concept, self-presentation
Social perception: non-verbal communication, attribution, impression formation and impression management, personal vs. social identity.
Attitudes - Attitude formation; Attitudes and behaviour, persuasion and resisting persuasion attempts, cognitive dissonance, ABC model.

Self-esteem (student effort hours)

Module 3: Stereotyping, Prejudice, and Discrimination   **10 Hrs**

The nature and origins of stereotyping; prejudice; discrimination: prejudice in action; techniques to counter prejudice.

Emotions and prejudice (student effort hours).

Module 4: Social Influence and Group Behaviour   **14 Hrs**

Groups: Definition and components; effects of the presence of others: social facilitation, social loafing**;** Decision making by groups: the decision-making process, the downside of group decision making.

Social influence: conformity, compliance

Prosocial behaviour – motives to prosocial behaviour; Influential factors.

The bystander effect (Student effort hours).

Module 5: Aggression   **12 Hrs**

Perspectives on aggression; Causes of human aggression: social, cultural, personal, and situational; The prevention and control of aggression: some useful techniques

Bullying (student effort hours)

Skill Development

(These activities are only indicative. The faculty member can innovate.)

1. Choose any one concept and demonstrate how it may be applied to an everyday phenomenon through a video of 30 seconds. The video should clearly demonstrate how the chosen concept is used to explain this every day phenomena.
2. Make a model of any one of the classical experiments in social psychology (example: Miligram's experiment, Asch' experiment, etc.). The model should clearly display the objectives, process and ethical considerations of the experiment.
3. Construct an experiment to test any one of the concepts mentioned in the syllabus. The experiment should have clear objectives and conclusions.

Course Outcomes

After successful completion of the course, students will be able to:

1. To explain the meaning and history of social psychology.
2. To demonstrate an understanding of role of social perception in understanding the world.
3. To discuss the role of social influence and groups on behaviour.
4. To assess the role of stereotyping, prejudice and discrimination on group dynamics.
5. To analyse the role of aggression in shaping human behaviour.

References:

1. Baron, R.A., Branscombe, R.R., Byrne, D., & Bhardwaj, G. (2009). Social Psychology. New Delhi: Pearson.
2. Baron, R.A., & Branscombe, N.R. (2014). Social psychology (13th ed.). Noida: Pearson India Education Services Pvt Ltd.
3. Myers, D.G. (2006). Social Psychology. 8thEdn. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
4. Schneider, F.W., Gruman, J.A., & Coutts, l.M. (2012). Applied Social Psychology. 2nd Ed. New Delhi: SAGE Publications India Pvt Ltd.

A1 22 MNP 502: SOCIAL PSYCHOLOGY (PRACTICAL)

Practical List

1. Social Reticence Scale.

2. Perceived Loneliness Scale.

3. Bogardus Social Distance Scale.

4. Aggression Scale.

5. Social Skills Inventory.

6. Gender Stereotype Questionnaire.

7. Social Conformity Scale

8. Student Attitudes Questionnaire

9. Sociogram (demonstration)

Statistics: One-Way ANOVA