

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

SEMESTER IV

SUBJECT CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BA 402	SOC. SC., ARTS & HUM	Sociology of Tribal Society	5	0	0	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

Course Outcomes (COs): The student should be able to:

- Investigate and understand sociology not merely a social science discipline but more than a distinctive branch of knowledge.

BA -402: Sociology (core) Sociology of Tribal Society

Unit I

Introduction: Meaning and Definition of Sociology of Tribal Society, Utility of Sociology of Tribal Society

Unit II Socio- Cultural Profile of Tribal Society Kinship, Family, Marriage.

Unit III

Problems of Tribal : People Problems of Poverty- Problems of Indebtness, Problems of Exploitation- Problem of Alienation, Agrarian Problems- Problems of Illiteracy, Tribal Problems for “Five Year Plans”.

Unit IV

Tribal Integration and Identity: Approach of Isolation- Approach of Assimilation

Unit V

Approach of Integration- Tribal Identity

Recommended Readings:

- Ghurye, G.S.(1963). **The Scheduled Tribes.** Bombay: Popular Prakashan Pvt. Ltd.
- Canadian, K.m.(1958). **Marriage and Family in India.** Bombay: Oxford University Press.
- Bose, N.K. (1998). **Tribal Life in India.** New Delhi: National Book Trust.

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- Fuchs, Stephen (1973). **The Aboriginal Tribes of India**. New Delhi: Macmillan.
- Gisbert, P.(1978). **Tribal India**. Jaipur: Rawat Publication.
- Majumdar, D.N. (1958). **Races and Cultures of India**. Bombay: Asia Publishing House.

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							THEORY		PRACTICAL		
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BA 403	Compulsory	Psychopathology	4	0	2	5	60	20	20	30	20

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- Study the ethical and moral principles and concepts and theoretical and practical models in the field of Psychopathology, from a professional perspective of innovative and trans-disciplinary intervention.
- Know the psychological and psychobiological principles of functioning of human as individual and groups, in the family, school, health and social spheres, from the centrality of the dynamics of the child's interaction with his/her environment from the perinatal period.

Course Outcomes (COs): The student should be able to:

- Apply the methods of evaluation, diagnosis and treatment in the field of psychopathology applicable from various professional and competency-based areas.

BA403

Psychopathology

Unit I

Introduction to Psychopathology: Concept of Abnormality, Historical Background, Classification system (DSM-V).

Unit II

Psychological Models of Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive and Humanistic.

Unit III

Neurotic Disorders: Anxiety, Phobias, Obsessive Compulsive Disorder and PTSD

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Unit IV

Mood Disorder and Psychotic Disorders – Depression and Bipolar affective disorder. Schizophrenia (Simple, Paranoid, Catatonic, Hebephrenic, Residual).

Unit V

Personality Disorders: (a) Dissociative (b) Anti-Social (c) Borderline (d) Avoidance (e) Dependent Personalities.

List of Practical:

- Seguin Form Board
- Problem Check List
- Fear Check List
- Self-Concept
- Adjustment Scale

Recommended Readings:

- Buss, A.H. (1999). **Psychopathology**. New York: John Wiley.
- Carson, R.C., Butcher, J. N. and Mineka, S. (2010). **Abnormal Psychology and Modern life**. Pearson Education, Inc. and Dorling Kindersley Publications Inc.
- Sarason, G. I. and Sarason, R. V. (2007). **Abnormal Psychology: The Problem of Maladaptive Behaviours** (11th Edition). Pearson Education Inc. and Dorling Kindersley Publishing Inc.
- Singh, A. K. **Adhunik Asamanya Manovigyan. Patna:** Moti Lal Banarsi Das.

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BA 404	SOC. SC., ARTS & HUM	Fiction	5	0	0	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to:

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world and to extend various perspective readings

Course Outcomes (COs): The student should be able to:

- To provide students with a meaningful context for acquiring and memorizing new language and developing oral skills
- To cultivate a sense of involvement which motivates and encourages students to learn through active participation

BA -404:

Fiction

Unit I

Growth of the Novel- Growth of the Novel, Fiction as the base for other literary and media writing, Reading long and short fiction – definitions and differences.

Unit II

Fiction & Narrative Strategies-Plot, Characterization, Narrative Technique ,Atmosphere ,Style ,Points of view and Structure and Elements of Novel,

Unit III

Introduction to types of Novels :Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Detective Novel, Science Fiction, Meta-fiction Novel, Psychological Novel, Stream of Consciousness Novel.

Unit IV

Reading Short Fiction -Schools and Schools: O. Henry
The Diamond Necklace Guy de Maupassant

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Unit V

Reading Long Fiction -Mulk Raj Anand: Untouchable

Jane Austen: Pride and Prejudice

Recommended Readings:

- Prasad ,B.(2008). **A Background to the Study of English Literature**. Delhi: Macmillan.
- Scholes ,Robert et al (2007). **Elements of Literature: Fiction, Poetry, Drama, Essay, Film**. USA: OUP.
- Messerli, Douglas (1977). **Index to periodical fiction in English, 1965-1969**. Metuchen, NJ: Scarecrow Press.
- Allen, Walter Ernst (1954). **The English novel: a short critical history**. London: Phoenix House.
- Baker, Ernest Albert (1974). **The history of the English novel**. London: H. F. & G. Witherby.
- Dyson, A. E.(1974) **The English Novel: Select bibliographical guides**. London: Oxford University Press.
- Austen, Jane (2007) **.Pride and Prejudice** . New York: Penguin Classics.
- Anand, Mulk Raj (2005). **Untouchable**. New York City: MacMillan

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BA405	Compulsory	Macro Economics II	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- Understand modelling of a macro-economy in terms of analytical tools

Course Outcomes:

- Understand various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context.
- Learn various theoretical issues related to an open economy.

Syllabus:

UNIT I: Consumption Functions

Income Relationship, Propensities to Consume and the Fundamental Psychological Law of Consumption; Implications of Keynesian Consumption Function; Factors Influencing Consumption Function.

UNIT II: Demand for Money

Demand for Money for Liquidity Preference- Transactions Demand for Money- Precautionary Motive-Speculative Demand for Money- Aggregate demand for Money: Keynes's View- Demand for Money and Keynesian Liquidity preference Theory.

UNIT III: IS-LM Curves

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Nature and Shape of IS and LM curves; Interaction of IS and LM curves and Determination of Employment, Output, Prices and Investment; Changes in IS and LM curves and their Implications for Equilibrium

UNIT IV: **Financial Markets and Reforms**

Features of Financial Markets, Functions of Financial Markets, Banks and Financial Markets, Major Financial Sector Reforms in India, Lessons from the Global Financial Crisis and the Policy Response in India

UNIT V : **Analysis of Business Cycles**

Phases of Business Cycles, Features of Business Cycles, Theories of Business Cycles- Hicks, Sun-spot Theory, Keynes, Samuelson Model of Business Cycle.

Text Book:

- H .L Ahuja(2016). *Principles of Macroeconomics*, S. Chand Publication; New Delhi.
- D N Dwivedi (2015), *Macroeconomics Theory and Policy*, McGraw Hill Education (India) Pvt Limited, New Delhi.

Reference Books:

- N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi
- Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.
- Errol D ‘Souza (2009): *Macroeconomics*, Pearson Education Asia, New Delhi.
- Sikdar, Shoumyen,(2011) *Principles of Macroeconomics*, 2nd Edition, Oxford University Press, India.
- Gupta G.S (2018), *MACROECONOMICS Theory and Applications*, McGraw Hill Education, New Delhi.
- Agrawal Vanita (2010), *Macroeconomics Theory and Policy*, Pearson Education, Inc New Delhi

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BAHNPUBAD 401	Compulsory	Development Administration	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- Get acquainted with the fundamental concepts of the subject...
- To develop favourable point of view for the concerned authority
- Activity designed to help an organization and its public...

Course Outcomes:

- Helps in maintaining cordial relations
- Art of developing promotional activities...

Course Contents :

Unit I

Growth Of Development Administration, Evolution, Scope And Significance , Development Administration : Concept And Meaning.

Unit II

Development Strategy And Planning Goals Of Development, Role Of Planning, Mixed Economy Model And Its Rationale And Significance India;S Socio-Economic Profile At Independence.

Unit III

Planning Process Grass Roots Planning, Planning Commission And National Development Council State Planning Machinery.

Unit IV

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Enhancing Bureaucrats Capability , Bureaucrats And Politicians And Their Relationship, Neutral Vs Committed Bureaucracy, Social Background Of Indian Bureaucracy, Role Of Bureaucracy, Colonial Heritage Of Indian Bureaucracy.

Unit V

Specialized Agencies For Development, Co-Operatives And Development, Role Of Voluntary Agencies, Problems And Prospects Of Panchaytiraj, Emerging Patterns Of Panchaytiraj, Concept Of Democratic Decentralisation, Evolution And Role Of Panchayti Raj.

Suggested Reading :

- Mohit Bhattacharya, Social Theory And Development Administration, Jawahar Publishers
- Ratnakar Gaikwad, Initiatives In Development Administration, Yashwantrao Chavan Academy Of Development Administration, Sterli

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment ^{t*}	END SEM University Exam	Teachers Assessment ^{t*}
BAHNPOLSC 401	Compulsory	Comparative Government and Politics	5	-	-	5	60	20	20	-	-

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The student will be able to

- Identify key governmental institutions and understand their functions.
- Describe the historical factors that have shaped political institutions and structures.

Course Outcomes (COs): The students should be able to:

- Evaluate one's own political system, its strengths and its weaknesses, by comparing it to others.
- Evaluate and assess the political performance of a given state in terms of its policy outcomes, such as economic development, political stability, social equality, personal liberty and quality of life

COURSE CONTENTS

Unit-I:

Understanding Comparative Politics: a. Nature and scope b. Going beyond Euro centrism

Unit-II:

System Theory, Structural Functional Theory, Marxist-Leninist Theory

Unit-III:

Executive, Legislature and Judiciary of U.K., U.S.A., France, Switzerland and China

Unit- IV:

Comparative Analysis on the features of the constitutions of UK , U.S.A, France Switzerland and china .

Unit-V:

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Compare Federal and unitary Systems – U.S.A, INDIA and Switzerland (Federal Systems) UK , France and China (Unitary Systems)

Suggested Readings:

- Chandhoke N., (1996) *Limits of Comparative Political Analysis in Economic and Political Weekly*, Vol. 31 (4).
- Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press.
- Mohanty M., (1975). 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2.
- *Constitutions in Authoritarian Regimes* (2013)
- *Comparative Constitutional Design* (2012)
- *Comparative Constitutional Law* (2011)

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BA409	SOC. SC., ARTS& HUM	Tribes and Peasants in India	5	0	0	5	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs): The students will be able to:

- basic concept of Physical Anthropology and Prehistoric Archeology.
- know the utility of the subject.

Course Outcomes (COs): The students should be able to:

- learn about the concepts of tribes, their classification and distribution.
- study how tribes are linked with the wider world.
- know about peasantry and how it is related to tribes.
- read original ethnographies and extract relevant information from the same.

COURSE CONTENTS:

UNIT I

Anthropological Concept of Tribe. Problems of nomenclature, definition and classification. Features of tribes in India.

UNIT II

Tribes and Wider world. The history of tribal administration; Constitutional safeguards. Draft National Tribal Policy, Issues of acculturation assimilation and integration. Impact of developmental schemes and programme on tribal life.

UNIT III

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Anthropological Concept of Village. The concept of peasantry. Approaches to the study of peasants – economic, political and cultural.

UNIT IV

Characteristics of Indian village, Scope of village study in Anthropology. Caste system and changes.

UNIT V

Ethnicity Issues- Tribal (Santal, Munda, Naga,) and peasant (Tebhaga) movements; Identity issues.

Suggested Readings

- Gupta D. (1991). **Social Stratification**. Delhi: Oxford University Press.
- Hasnain Nadeem,(2019). **Tribal India** (7th ed) New Delhi: Palaka Prakashan.
- Madan V. (2002). **The Village in India**. Delhi: Oxford University Press.
- Nathan D. (1998). **Tribe-Caste Question**. Simla: IIAS.
- National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India.
- Patnaik S.M. (1996). **Displacement, Rehabilitation and Social Change**. Delhi: Inter India Publication.
- Shah G. (2002). **Social Movement and the State**. Delhi: Sage.
- Shanin T. (1987). **Peasants and Peasantry**. New York: Blackwell.
- Verma, R. C. (2011). **Indian Tribes Through the Ages** (4th ed) Paperback Ministry of Information & Broadcasting
- Vidyarthi L.P. and Rai B.K. (1985) **Tribal Culture in India**, New Delhi: Concept Publishing Company.
- Wolf E. (1966). **Peasants**. NJ: Prentice Hall.
- Xaxa Virginius (2008). **State, Society, and Tribes: Issues in Post-Colonial India**(1st ed) New Delhi: Pearson.

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							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BAHN405	SOC. SC., ARTS & HUM -	Field Study/Book Review/Case Study/Seminar	0	0	0	5	0	0	0	0	100

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
Q/A – Quiz/Assignment/Attendance, MST Mid Sem Test.

Course Educational Objectives (CEOs): The students will be able:

- This paper has an objective of exposing the students on various field study concepts
- To provide an opportunity for students to apply theoretical concepts in real life situations
- To enable students to manage resources, work under deadlines, identify and carry out specific goal oriented tasks

Course Outcomes (COs):

- The student should be able to acquire research skills and capabilities to take up the project work.

The work serves the twin purposes of providing critical insights to students and providing industry with graduates of a high caliber who are ready to get ahead in the world from day one. There will be continuous evaluation of the student on the basis of work assigned and regular submissions. The students need to complete the work in the stipulated time.