



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Social Sciences, Humanities and Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors Economics
Semester III (2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNECO301	CC	Macro Economics I	60	20	20	0	0	3	0	0	3

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 Educational Objectives:

CEO1: To provide the knowledge about the basic terms of macroeconomics.

CEO2: To enable students to calculate the national income through various methods.

CEO3: To help students in identifying various multipliers and accelerators.

CEO4: To relate money supply with its determinants.

CEO5: To summarise various theories of demand for money.

Course Outcomes:

Students will be able to:

CO1: Define basic concepts related to economics.

CO2: Solve the problems of national income accounting.

CO3: Demonstrate the use of multipliers and accelerators in an economy.

CO4: Link money supply with its determinants.

CO5: Discuss various theories of demand for money.

Syllabus

UNIT I: Introduction

Nature and Scope of Macroeconomics, Stock and Flow Variables; Equilibrium and Disequilibrium, Statics, Comparative Statics and Dynamics

UNIT II: National Income Accounting

Concepts of National Income: GDP, GNP, NNP, NDP, Personal Income and Personal Disposable Income, Measurement of National Income – Expenditure Method, Concept of Green GDP; Concepts of Quick Estimates, Revised Estimates, Budget Estimates

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UNIT III: Theory of Multiplier and Accelerator

The Concept of Investment Multiplier, Working of Multiplier, Leakages in Multiplier Process, Theory of Accelerator

UNIT IV: Supply of Money and its Determinants

Money Supply and High-Powered Money, Four Concepts of Money Supply, Factors Determining Money Supply.

UNIT V: Demand for Money

Motives for Liquidity Preference, Transactions Demand for Money, Precautionary Motive, Speculative Demand for Money, Keynesian Liquidity Preference Theory

Suggested Readings:

1. Ahuja, H. L. (2021). *Principles of Macroeconomics*. New Delhi: S Chand Publication
2. Dwivedi, D.N. (2020). *Macroeconomics: Theory and Policy*. New Delhi: McGraw Hill Education (India) Pvt Limited
3. Sikdar, Shoumyen (2021). *Principles of Macroeconomics*. India: Oxford University Press
4. Agrawal, Vanita (2020). *Macroeconomics Theory and Policy*. New Delhi: Pearson Education Inc

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B.A. Pass Course-Sociology
SEMESTER III (2021-2024)

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BA 302	CC	Indian Society	60	20	20	0	0	3	0	0	3

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

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

CEO1: To focus on better understanding of Traditional Indian Society based on Social Organizations.

CEO2: To increase awareness towards the Rural Sociology, Its Definition, Scope, and Importance.

CEO3: To familiarizes with different Social Problems.

CEO4: To sensitize on Urban Dimensions of Society, its Social Structure and Social Process in India.

CEO5: To provide the knowledge of the Concept, Characteristics, and Importance of Urban Migration.

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

CO1: To give outline of Traditional Social Organizations of Indian Society.

CO2: To define Rural Sociology and demonstrate Nature, Subject-matter, and Importance of studying Rural Sociology.

CO3: To analyze Social Problems using different Sociological Perspectives.

CO4: To describe the Meaning, Nature, Scope, and Characteristics of Urban Sociology and Causes of Urbanization.

CO5: To explain the Definition of Urban Migration and analyze the Socio-Economic Characteristics of Individual Migrants, effect of Migration on Urban areas.

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Course Contents:

Unit I

Bases of Indian Society: Varna, Aashram, Karma, Purusharth, Sanskar.

Unit II

Indian Rural Society: Rural Sociology: Meaning and Definition, Nature and Importance, Rural Family and Changing Pattern. Jajmani Pratha, Panchayati Raj.

Unit III

Indian Social Problems: Female Foeticide, Dowry, Divorce.

Unit IV


Indian Urban Society: Urban Sociology-Meaning and Definition, Subject Matter, Scope.


Unit V


Urban Migration: Nature, Characteristics, Importance. Slums, Settlement.


Suggested Readings:

- Ahuja, Ram (1997). **Society in India: Concept, Theories and Recent Trends.** Rawat Publication, Jaipur.
- Beteille, Andre (1992). **Backward Classes in Contemporary India.** New Delhi.
- Dube, S.C. (1990). **Indian Society.** National Book Trust, New Delhi.
- Ghurye, G.S. (1968). **Social Tension.** Popular Prakashan, Bombay.
- Karve, Iravati (1961). **Hindu Society: An Interpretation.** Deccan College, Pune.
- Mandelbaum, D.G. (2005). **Society in India.** Popular Prakashan, Bombay.


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- Sharma, K.L.(1994). *Caste and Class*. Rawat Publication, Jaipur.

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Course Educational Objectives (CEOs):

CEO1 To provide the knowledge to students about Political History of Medieval India.

CEO2 To make them understand the glorious period of Delhi Sultanate and establishment of Mughal Empire.

CEO3 To highlights the major changes from Akbar to Aurangzeb in Mughal Empire and rise of Shivaji.

CEO4 To learn the importance of Sufi and Bhakti Movements and culture during Delhi Sultanate.

CEO5 To highlight the various aspects of society in Mughal Empire and the role of women during Medieval Indian History.

Course Outcomes (COs):

The student will be able to:


CO1 Describe the sources of Medieval Indian History and causes of the establishment of Delhi Sultanate.

CO2 Discuss the reasons of decline of Delhi Sultanate and establishment of Mughal Empire.

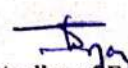
CO3 Explain the condition of Mughal Empire from Akbar to Aurangzeb and contribution of Shivaji.

CO4 Analyze the impact of Sufi and Bhakti Movements on Indian society and culture during Delhi Sultanate.

CO5 Discuss the various aspects of society in Mughal Empire and contribution of women in Medieval Indian History.


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Course Content

Unit-I- Establishment of Delhi Sultanate in Medieval India

Sources of Medieval Indian History. Foundation and Consolidation of the Delhi Sultanate: (Mamluk or Slave Dynasty)- Qutubuddin Aibak, Iltutmish, Razia and Balban. The Khilji Revolution, Alauddin Khilji & his Conquests and Reforms. The Mongol Invasion: Causes and Effects. Tughluq Dynasty: Mohammad Bin Tughluq and Firoz Shah Tughluq. Timur's Invasion and its Impact.

Unit-II- Decline of Delhi Sultanate and Establishment of Mughal Empire

Saiyyad Dynasty, Lodi Dynasty and Causes of the Decline of Delhi Sultanate. Rise of Regional Powers: Bengal, Malwa, Jaunpur, Kamrup, Ahom, Kakatiya and Hoyasala. The Vijayanagar Empire and Bahmani Kingdom. First Battle of Panipat and Establishment of Mughal Empire: Babur, Humayun and Sher Shah Suri. Role of Rana Kumbha, Rana Sanga and Maharana Pratap (Pratap Singh I) in Indian History.

Unit-III- Mughal Empire during Akbar to Aurangzeb and Rise of Shivaji

Akbar: Consolidation and Territorial Expansion of the Mughal Empire, his Religious and Rajput Policy, Jahangir, Shahjahan, Mughal-Sikh Relations, Aurangzeb and the Decline of the Mughal Empire. Rise of Marathas, Shivaji: His Conquests and Administration, Nadir Shah's Invasion and its Impact.

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Unit-IV- Sufi & Bhakti Movements and Society, Economy & Culture during Sultanate

Sufi and Bhakti Movements, The Sant Tradition in India during Sultanate Period. Society, Economy and Culture: Agriculture, Industry, Trade, Commerce, Coins, Central, State Administrative and Military System, Science, Technology, Music, Literature, Architecture and Education during Sultanate Period.


Unit-V- Life during Mughal Period and Women in Medieval India

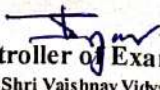
Mughal Administration: Central and State, Mansabdari, Jagirdari and Zamindari System, Military. Social and Religious Life, Status of Women. Economic Life: Agriculture, Trade, Commerce, Industry, Coins. Cultural Life: Music, Paintings, Literature, Architecture, Science and Technology. Contribution of Rani Durgawati, Jijabai and Chandbibi in Indian History.

Suggested Readings-

1. Alam, Muzaffar and Subramanyam, Sanjay. (ed.) (2000). **The Mughal State**. New Delhi: Oxford University Press.
2. Chandra, Satish. (2014). **Historiography, Religion and State in Medieval India**. New Delhi: Har-Anand Publication Pvt. Ltd.
3. Chandra, Satish. (2019). **History of Medieval India 800-1700**, New Delhi: Orient Blackswan Private Limited.


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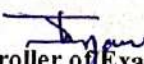
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5. Chandra, Satish. (2018). **Medieval India: From Sultanate to Mughals, Part Two- Mughal Empire (1526-1748)**. New Delhi: Har-Anand Publication Pvt. Ltd.
6. Farooqui, Salma Ahmad. (2015). **A Comprehensive History of Medieval India: Twelfth to the Mid-Eighteenth Century**. New Delhi: Pearson Education.
7. Habib, Irfan. (ed.) (2006). **Medieval India- Research in the History of India 1200-1750**. New Delhi: Oxford University Press.
8. Habib, Irfan. (2013). **Agrarian System of Mughal India 1526-1707**. New Delhi: Oxford University Press.
9. Habib, Irfan. (2020). **Medieval India: The Story of Civilization**. New Delhi: National Book Trust.
10. Hasan, S. Nural. (1990). **Thoughts on Agrarian Relations in Mughal India**. Delhi: People's Publication House.


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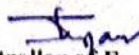
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11. Juneja, Monica. (2008). **Architecture in Medieval India: Forms, Contexts, Histories.** New Delhi: Orient Blackswan Private Limited.
12. Khurana, Dr. K. L. (2020). **History of India (C. 1206-1757).** Agra: Lakshmi Narain Agarwal Publication.
13. Khurana, Dr. K. L. (2020). **Medieval India (1000-1761 A.D.).** Agra: Lakshmi Narain Agarwal Publication.
14. Nizami, K. A. (2002). **Religion and Politics in the Thirteenth Century.** New Delhi: Oxford University Press.
15. Sharma, S. R. (2018). **Mughal Empire in India.** Agra: Lakshmi Narain Agarwal Publication.


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B.A. Honors Public Administration
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BAHNUPUBAD301	Core Course	Social and Economic Administration	60	20	20	-	-	3	0	0	3

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

- (CEO1): Understand basic concept of social statistics
- (CEO2): Learn about changes in the economy through social statistics
- (CEO3) Gain knowledge about the social indicators of an economy
- (CEO4): Learn to represent socio-economic situation of a place through statistics.
- (CEO 5): Understand multidimensional development measures

Course Educational Outcomes (CO)s:


- (CO 1): To have a clear knowledge about the basic concepts of social statistics
- (CO 2): To understand changes in the economy through social statistics
- (CO 3): To be able to identify a given economy based on its social indicators
- (CO 4): To represent socio-economic situation of a place through social statistics
- (CO 5): Analyze multi-dimensional development measures

COURSE CONTENTS:

UNIT I

- Introduction to economic and social statistics: Definitions of statistics.
- Goals of statistics. Consumers of statistical information.
- Role of statistics in social sciences research.
- Flows of statistical Terms.
- Statistical data collection methods: core advantages and disadvantages.
- Data quality criteria. International statistical standards.


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UNIT II


- Household Wellbeing: Household wealth in a country's national accounts.
- Micro-Level measures of household material Wellbeing: Household assets, Assets index, Income, Consumption expenditure.
- Subjective Measures of Household material Wellbeing


UNIT III

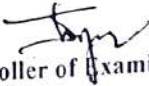
- Education: Individual and aggregate measures of education (Level of education, content of education, Learning outcomes and quality of education).
- International Standard Classification of Education.
- Lifelong Learning and on the job training.
- Educational System (enrollment and completion, funding, teachers & learning environment).

UNIT IV

- Health, Poverty and inequality and labor market: Calculation of employment rate, unemployment rate and participation rate.
- Goals and importance of health observation.
- International Classification of Functioning, disability, and Health.
- Public Level indicators of health: Health status indicators.
- Risk factors indicators, service coverage indicators, health systems indicators.


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UNIT V

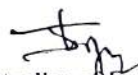
- Economic development: Gross Domestic Product: concept, methods, Problems of application. GDP Structure.
- Monetary alternatives to GDP. Multi- Dimensional measures of Development. Multi-dimensional measures vs GDP, better life Index, Correspondence with GDP per Capita.

SUGGESTED READING :

- A B Atkinson, Social Justice, and Public Policy (1982)previews
- C Quigley The Evolution of Civilizations: An Introduction to Historical Analysis(1961) 2nd Edition
- F A Hayek, Law, Legislation and Liberty(1973) vol II, chapter3
- G Kitching, seeking social justice through globalization: Escaping a Nationalist Perspective(2003)
- Gad Barzilai, Communities and Law: Politics and Cultures of legal Identities(University of Michigan Press) analysis of justice for rulingcommunities.
- J Franklin (ed), Life to the Full: Rights and Social Justice in Australia (cornierCourt 2007)
- P Corning, The fair Society: The Science of Human Nature and the pursuit ofjustice (Chicago UP2011)
- R Faden and M Powers ,Social Justice the moral foundations of public health andhealth Policy (OUP2006)
- M TN Carver, Essay in Social Justice (1915) chapterLinks


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B.A. Honors Anthropology
Semester III (2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNANTHRO 309	CC	Theories of Culture and Society	60	20	20	0	0	3	0	0	3	

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.

BAHNANTHRO 309: Theories of Culture and Society

Course Educational Objectives (CEOs):


- CEO 1:** To provide knowledge about the Emergence of Anthropology & basic elements of Culture
CEO 2: To provide knowledge about the emergence of Fieldwork as a Tradition
CEO 3: To provide knowledge about Structuralism and Functionalism
CEO 4: To provide knowledge about Culture- Personality School
CEO 5: To provide knowledge about Structuralism Thoughts, Symbolic and Interpretative approaches

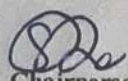
Course Outcomes (COs): The students are expected to

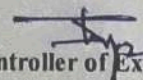
- CO 1:** Describe the basic Elements of Culture
CO 2: Describe the concept 'Field Work' as a Tradition and its Importance in Anthropology.
CO 3: Explain the basic Concepts in Anthropology and their Fundamental Theoretical Interrelations
CO 4: Gain Knowledge about Culture and Personality School and views of various scholars
CO 5: Contrast the various Theoretical Perspectives on Culture and Compare Types of Societies

Course Contents:

UNIT I: Emergence of Anthropology: 19th and 20th Century Evolutionism, Diffusionism and Culture area theories.


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Semester III (2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNA NTHRO 309	CC	Theories of Culture and Society	60	20	20	0	0	3	0	0	3	

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.

UNIT II: Emergence of Field Work Tradition, American Cultural Tradition- Cultural Relativism and Historical Particularism.

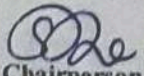
UNIT III: Durkheim and Social Integration, Functionalism and Structural-Functionalism and British Social Anthropology.

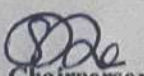
UNIT IV: Culture-Personality School (Ruth Benedict and Margaret Mead)

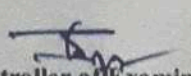
UNIT V: Structuralism: Claude Levi-Strauss. Symbolic and Interpretative approach.

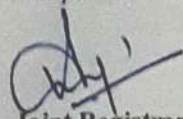
Suggested Readings:

- Applebaum H.A. (1987). **Perspectives in Cultural Anthropology**. State University of New York. Albany
- Barnard A. (2000). **History and Theory in Anthropology**. Cambridge University, Cambridge.
- McGee R.J. and Warms R.L. (1996). **Anthropological Theories: An Introductory History**.
- Moore M. and Sanders T. (2006). **Anthropology in Theory: Issues in Epistemology**, MA: Blackwell Publishing, Malden,
- Clifford, James and George E. Marcus (1986). **Writing Culture: The Poetics and Politics of Ethnography**. University of California Press, Berkeley;
- Goffman, E. (1959). **The Presentation of Self in Everyday Life**. University of Edinburgh Social Sciences Research Centre. Anchor Books.
- Harris, Marvin (1968). **Rise of Anthropological Theories: A History of Theories of Culture**. Routledge and Kegan Paul.
- Pandey and Upadhyay. (2002). **History of Anthropological Thoughts**. Concept Publishing Company. New Delhi.


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B.A. HONORS Political Science
(2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNP OLSC301	Core Course	Indian Foreign Policy	60	20	20	0	0	3	0	0	3

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 student will be able to

- **CE 01** Get acquainted with the fundamental concepts of the foreign policy.
- **CE 02** Have an insight in national and international politics.
- **CE 03** Able to understand the power politics in international sphere.
- **CE 04** Got to know about the Indian foreign policy with reference to major powers.
- **CE 05** Knowledgeable about the reasons of Changing new world order and role of India in new global order.

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

- **CO 01** Describe the features of Indian Foreign Policy and the account of the making and working of Foreign Policy.
- **CO 02** Evaluate the role of Indian Foreign Policy with an understanding of International Politics.
- **CO 03** Examine about India's role in South Asian and South East Asian power politics.
- **CO 04** Describe how international relations changes with the change of time and situation. How India came closer to US.
- **CO 05** Explain about new world order has been formed after post-Coldwar and recent new world order.

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B.A. HONORS Political Science
(2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNP OLSC301	Core Course	Indian Foreign Policy	60	20	20	0	0	3	0	0	3	

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 CONTENTS:

Unit-I

Basic Determinants of Foreign Policy of India: Historical, Geographical, Economic, Strategic Factors

Unit-II

India's Foreign Policy: 1947 to 2014; Emerging Trends in Contemporary India

Unit-III

India and South Asia; India and Southeast Asia

Unit-IV

India's Relations with Major Powers: USA Russia, China

Unit-V

India and New World Order.



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B.A. HONORS Political Science
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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL			L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BAHNP OLSC301	Core Course	Indian Foreign Policy	60	20	20	0	0	3	0	0	3	

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.

Suggested Readings:

- C. Raja Mohan, Modi's World: Expanding India's Sphere of Influence (Harper Collins, 2015).
- David Malone, Does the Elephant Dance? Contemporary Indian Foreign Policy. Oxford (20 February 2014)
- David Malone, C. Rajamohan, Srinath Raghavan (Eds.), The Oxford Handbook of Indian Foreign Policy (Oxford Handbooks 2015)
- H.V. Pant, Indian Foreign Policy: An Overview (2016)
- J.N. Dixit, Indian Foreign Policy, 1947-2003 (New Delhi, D. K. Publications, 2003).
- Kanti Bajpai and Harish V. Pant (eds.), India's Foreign Policy: A Reader (Oxford University Press, 2013)
- S. Mehrotra, India's Relations with the USA and USSR/ Russia Essential Readings: (1990)
- 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors',
- Sumit Ganguly, Indian Foreign Policy (Oxford India Short Introductions Series, 2015).
- Sunil Khilnani, Rajiv Kumar, Pratap Bhanu Mehta et al, NONALIGNMENT 2.0: A Foreign and Strategic Policy for India in the Twenty First Century, New Delhi, 2012
- Sunil Khilnani, Rajiv Kumar, Pratap Bhanu Mehta et al, NONALIGNMENT 2.0: A Foreign and Strategic Policy for India in the Twenty First Century, New Delhi, 2012
- V. N. Khanna and Leslie Kumar, Foreign Policy Of India, Vikas Publishing House; Seventh edition (1 January 2018)



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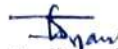
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B.A. Pass Course
Semester III (Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM	University Exam	Two Term Exam	Teachers Assessment*	END SEM				
BA304	CC	Drama	60	20	20	0	0	3	0	0	3

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

CEO 1 introduce students to major movements related to drama and dramatists through the study of selected texts.

CEO 2 create literary sensibility in students and expose them to artistic and innovative use of language by writers and to various worldviews.

CEO 3 enhance literary and linguistic competence.

CEO 4 critically analyse the prescribed drama.

CEO 5 analyse issues like race, gender, religion, politics, economy, and environment through a nuanced study of literature.

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

CO 1 understand drama

CO 2 learn historical contexts, psycho-social aspects and discern the various cultural and moral values associated with the texts.

CO 3 develop knowledge of appreciating and analysing drama

CO 4 think and communicate effectively in the current information-intensive society

CO 5 comprehend human actions and their consequences in life.

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B.A. Pass Course

Semester III (Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM I University Exam	Two Term Exam	Teachers Assessment*	END SEM I University Exam	Teachers Assessment*				
BA304	CC	Drama	60	20	20	0	0	3	0	0	3

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.

BA 304

English Literature - Drama

COURSE CONTENTS:

Unit I

Drama of ideas Poetic Drama, Closet Drama, The Problem Play, Theatre of the Absurd,

Unit II

Literary Terms- Antagonist, Catastrophe, Catharsis, Chorus, Conflict, Climax, Comic Relief, Denouement, Dramatic Irony

Unit III

William Shakespeare: The Tempest

Unit IV

Christopher Marlowe: Dr Faustus

Unit V

Girish Karnad: Hayavadana

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B.A. Pass Course
Semester III (Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			UNIVERSITY EXAM	INTERNAL EXAM	TEACHERS ASSESSMENT*	UNIVERSITY EXAM	TEACHERS ASSESSMENT*				
BA304	CC	Drama	60	20	20	0	0	3	0	0	3

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.

Suggested Readings:

- Abrams, M. H. (2007). *A Glossary of Literary Terms*. New Delhi: Akash Press.
- Baldick, Chris (2001). *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press.
- Hudson, William Henry (2007). *An Introduction to the Study of Literature*. New Delhi: Atlantic.

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B.A. Honors Psychology
Semester III (Batch 2021-2024)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA303	CC	Human Developmental Psychology	60	20	20	30	20	2	0	2	3

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):

- CEO 1: Introduction to various approaches and research methods to the study of human development.
- CEO 2: Understanding human growth with respect to cognitive, social, emotional, and psychological development.
- CEO 3: Understanding the Indian thoughts on the concept of human development.
- CEO 4: Understanding human development across the lifespan from conception to early childhood.
- CEO 5: Conceptualizing human development across the lifespan from adolescence to death and dying.

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

- CO 1: Distinguish between major theoretical perspectives in developmental psychology.
- CO 2: Evaluate various human developmental theories. Apply developmental concepts and theories to everyday relationships and situations.
- CO 3: Articulating Indian theories of human development.
- CO 4: Determining the various stages of development from conception to early childhood.
- CO 5: Analyzing developmental stages from adolescence to death.

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B.A. Honors Psychology
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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA303	CC	Human Developmental Psychology	60	20	20	30	20	2	0	2	3

BA303
Human
Developmental Psychology

Contents

Unit I

Introduction to Human Developmental Psychology: The need to study human development. Perspectives- Biological, environmental and their interaction. Approaches – Longitudinal and Cross – Sectional.
Methods– Observation, Interview and Case study.

Unit II

Theories of Human Development:
Psychoanalytic theory of Freud, Socio-emotional theory of Erickson, Cultural theory of Vygotsky and Cognitive Development theory of Piaget.

Unit III

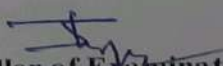
Theories of Human Development:
Bowlby's Theory of attachment, Kohlberg's Theory of Moral Development, and Human Development theory in the Indian Context.

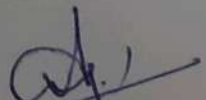

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COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA303	CC	Human Developmental Psychology	60	20	20	30	20	2	0	2	3

Unit IV

Stages of development I: Conception, Prenatal development, Infancy, Early childhood - Issues and Challenges.

Unit V

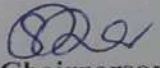
Stages of development II: Adolescence, Youth, and adulthood, death and dying- Issues and Challenges.


List of Practical: (Any Five)

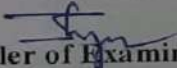
- Family Environment Scale
- Dimensions of Temperament Scale
- Social skills problem checklist
- Koh's Block Design Intelligence test
- Adjustment Inventory

Recommended Readings:

- Bornstein, M.H. (2012). **Cultural approaches to parenting. Parenting: Science and Practice**, 12, 212-221
- Dixon, W. E. (2003). **Twenty studies that revolutionized child psychology**. Upper Saddle River, NJ: Prentice Hall.
- Lerner, R. M. (Series Ed.) (2015). **Handbook of child psychology and developmental science**. Volumes I, II, III and IV. Hoboken, New Jersey: Wiley.
- Bornstein, M.H. & Lamb, M.E. (2018). **Developmental Science: An advanced textbook** (6th Ed.), New York: Psychological Press.


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