



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 IV (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*					
BAHNECO401	CC	Macro Economics II	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 macro economics.
- 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.

Contents

UNIT I: Consumption Function

The Concept of Consumption Function, Average and Marginal Propensity to Consume; Factors Influencing Consumption Function

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UNIT II: Money and Prices: Quantity Theory of Money

Value of Money and Price level: Fisher's Transaction Approach, Keynes's Critique of Quantity Theory of Money

UNIT III: Inflation and Hyperinflation

Meaning: Demand-Pull Inflation, Cost-Push Inflation, Measures to Control Inflation through Fiscal Policy and Monetary Policy, Inflation Vs. Stagflation

UNIT IV: IS-LM Curve

The Goods Market and Money Market, Links between them, Goods Market Equilibrium, Derivation of IS Curve, Shift in IS Curve, Money Market Equilibrium, The LM Curve, Shift in LM Curve, Interactions of IS and LM Curve

UNIT V: Analysis of Business Cycles

Phases of Business Cycles, Features of Business Cycles, Theories of Business Cycles: Sunspot Theory, Keynes Theory of Business Cycle

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Suggested Readings:

1. Agrawal, V. (2020). *Macroeconomics Theory and Policy*. New Delhi: Pearson Education Inc
2. Ahuja, H. L. (2022). *Principles of Macroeconomics*. New Delhi: S. Chand Publication.
3. Dwivedi, D. N. (2020). *Macroeconomics Theory and Policy*. New Delhi: McGraw Hill Education (India) Pvt. Limited
4. D 'Souza, E. (2019). *Macroeconomics*. New Delhi: Pearson Education Asia
5. Froyen, R.T. (2018). *Macroeconomics*. 2nd Edition. New Delhi: Pearson Education Asia
6. Gupta, G. S. (2020). *MACROECONOMICS: Theory and Applications*. New Delhi: McGraw Hill Education

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B. A. Pass Course History
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BA410	CC	History of Modern World (From 1871 C.E. to 2000 C.E.)	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):

- CEO1 To provide the knowledge to students about Modern World History.
- CEO2 To make aware the students about the causes of World War I.
- CEO3 To make them understand the straggle of Modern China and Japan.
- CEO4 To highlight the causes that led to the modernization of Japan and rise of Fascism and Nazism.
- CEO5 To understand the various reasons of World War II and establishment of UNO.

Course Outcomes (COs):

The student will be able to:

- CO1 Describe the changes in Modern France and the problems of Eastern Question.
- CO2 Discuss the results of World War I and its aftermath.
- CO3 Explain the condition of Modern China and Japan.
- CO4 Analyze the impact of modernization in Japan and condition of world during Fascism & Nazism.
- CO5 Discuss the results of World War II and importance of UNO.

Course Content

Unit-I- History of Modern Europe and Eastern Question


Third Republic of France, Kaiser William I, Home and Foreign Policy of Bismarck, Kaiser William II. Africa and Turkey: Scramble for Africa, Eastern Question. Russian-Turkish War, Berlin Congress (1878).

Unit-II- Causes of World War I & Its Aftermath and Russian Revolution

Young Turk Movement and the Balkan Wars- I & II. Russian Revolution 1915. Europe: First World War: Causes and Results. Russian Revolution 1917, Wilson Fourteen Principles, Paris Peace Conference, Treaty of Versailles, League of Nations.


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Unit-III- Struggle in Modern China and Japan

Imperialism and Colonialism in China and Japan. First and Second Opium Wars, Taiping Rebellion, Boxer Movement, Chinese Revolution 1911: Protection of Sichuan Railways, The Wuchang Rebellion, Declaration of Independence, The Ching Response, The Chinese Republic.

Unit-IV- Modernization of Japan, Rise of Fascism & Nazism

Japan: The Meiji Restoration, Modernization of Japan, Rise of Militarism, Russo-Japanese War 1905, Sino-Japanese War 1937. Fascism in Italy: Mussolini's Home and Foreign Policy. Nazism and Germany: Home and Foreign Policy of Hitler.


Unit-V- World War II, UNO and Cold War

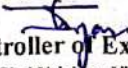
Causes and Results of the World War II. The Chinese Revolution of 1949, Emergence of Third World and Non-Alignment. UNO and Global Dispute. Cold War: Meaning, Origin, Spread, Patterns and Dimensions, End of the Cold War.

Suggested Readings-

1. Dev, Arjun and Dev, Indira Arjun. (2020). **History of the World: From the Late Nineteenth to the Early Twenty-First Century**. New Delhi: Orient Blackswan Private Limited.
2. Hill, Christopher. (2007). **Lenin and the Russian Revolution**. London: Penguin.
3. Hobsbawm, E. J. (1994). **The Age of Extremes**. New York: Vintage Books.


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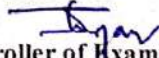
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4. Joll, James. (1973). **Europe since 1870 : An International History**. London: Penguin.
5. Khurana, Dr. K. L. (2020). **History of China and Japan (1839-1949)**. Agra: Lakshmi Narain Agarwal Publication.
6. Khurana, Dr. K. L. (2020). **Modern Europe (1871-1956 A.D.)**. Agra: Lakshmi Narain Agarwal Publication.
7. Khurana, Dr. K. L. (2019). **The Twentieth Century World**. Agra: Lakshmi Narain Agarwal Publication.
8. Lowe, Norman. (2020). **Mastering Modern World History**. Mumbai: Macmillan Publication Pvt. Ltd.
9. Mahajan, V. D. (2018). **History of Modern Europe since 1789**. New Delhi: S. Chand & Company Ltd.
10. Majumdar, Rohit. (2020). **History of Europe: From Renaissance to the End of the Cold War**. New Delhi: Sage Publications India Pvt. Ltd.


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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Honors Anthropology
Semester IV (2021-2024)

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BAHNANTHRO 409	CC	Tribes and Peasants in India	60	20	20	0	0	3	0	0	3	

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BAHNANTHRO 409: TRIBES AND PEASANTS IN INDIA

Course Educational Objectives (CEOs):

- CEO 1:** To provide a clear understanding of the various basis of Tribal Ethnic Formation
- CEO 2:** To aware historical development of the Concept of Tribe and Constitutional Safeguards in India
- CEO 3:** To provide knowledge about the Concept of Peasantry and Approaches to the Study Of Peasants – Economic, Political, and Cultural
- CEO 4:** To provide knowledge about the Anthropological concept of village & characteristics of Indian village.
- CEO 5:** To provide knowledge about Ethnicity issues and why Tribal Movement in India taking place

Course Outcomes (COs): The students are expected to

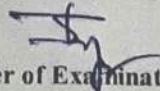
- CO 1:** Explain the concepts of tribes, their classification, and distribution, and how tribes are linked with the wider world
- CO 2:** Explain the contribution of the Constitutional Provisions and various protective Regulations of the tribal people.
- CO 3:** Describe Peasantry and how it is related to tribes
- CO 4:** Explain the characteristics of the village and the scope of village study in Anthropology and Caste System and changes.
- CO 5:** Explain the situation of tribes and their status


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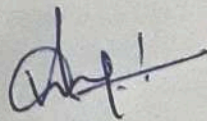
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BAHNA NTHRO 409	CC	Tribes and Peasants in India	60	20	20	0	0	3	0	0	3	

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Course Contents:

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

UNIT II: Tribes and the Wider World: The history of tribal administration, Constitutional safeguards. Draft National Tribal Policy, Issues of acculturation, assimilation, and integration. Impact of developmental schemes and programs on tribal life.

UNIT III: Anthropological Concept of Village, The concept of the 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**. Oxford University Press. Delhi.
- Hasnain, Nadeem (2019). **Tribal India** (7th ed) Palaka Prakashan, New Delhi.
- Madan, V. (2002). **The Village in India**. Oxford University Press. Delhi.
- Nathan, D. (1998). **Tribe-Caste Question**. IIAS. Simla.
- National Tribal Policy (draft). (2006). Ministry of Tribal Affairs. Government of India.
- Patnaik, S.M. (1996). **Displacement, Rehabilitation and Social Change**. Inter India Publication. Delhi.

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- Shah, G. (2002). **Social Movement and the State**. Sage. Delhi.
- Shanin, T. (1987). **Peasants and Peasantry**. Blackwell, New York.
- Verma, R. C. (2011). **Indian Tribes Through the Ages (4th ed) Paperback Ministry of Information & Broadcasting**.
- Vidyarthi, L.P. and B.K. Rai (1985). **Tribal Culture in India**, Concept Publishing Company. New Delhi.
- Wolf, E. (1966). **Peasants**. Prentice Hall. NJ
- Xaxa, Virginius (2008). **State, Society, and Tribes: Issues in Post-Colonial India(1st ed)** Pearson New Delhi.

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BA404	CC	Fiction	60	20	20	0	0	3	0	0	3

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

CEO 1 introduce the students to genres such as romance, detective, fantasy which can help them to gain a better understanding of the literature

CEO 2 create literary sensibility.

CEO 3 identify literary techniques and creative uses of language in literary texts

CEO 4 critically analyse the prescribed fiction

CEO 5 Apply relevant theoretical concepts to literary or other texts and practices

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

CO 1 Acquire a broad perspective of the novel as a literary genre and the relevant historical, geographical, and cultural identical backgrounds.


CO 2 differentiate various types of novels with reference to thematic and other approaches.

CO 3 Appreciate the working of various literary devices like irony in fiction

CO 4 know some of the developments, themes and narrative strategies of the works

CO 5 Read and analyze a variety of texts critically


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BA404	CC	Fiction	60	20	20	0	0	3	0	0	3

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BA 404

English Literature - Fiction

COURSE CONTENTS:

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

O. Henry: Schools and Schools

Guy de Maupassant: Two Friends

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Unit V

Reading Long Fiction

Mulk Raj Anand: Untouchable

Jane Austen: Emma

SUGGESTED 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) **.Emma**. New York: Penguin Classics.
- Anand, Mulk Raj (2005). **Untouchable**. New York City: MacMillan
- Hudson, William Henry (2007). **An Introduction to the Study of Literature**. New Delhi: Atlantic.

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

SEMESTER-IV

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BA 402	CC	Sociology of Tribal 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.

Course Educational Objectives (CEOs):

The student will be able:

- CEO1: To provide a comprehensive profile of Tribal People in terms of their Distribution and Concentration, Demographic Features, Social Structure, and Cultural Patterns.
- CEO2: To provide the knowledge about Concept of Family, Marriage, Kinship, and Its Function.
- CEO3: To provide the knowledge of Tribal Economy and their Social Problems.
- CEO4: To know about the Approach of Isolation and Assimilation and Integration.
- CEO5: To get aware of the Tribal Identity and about Identity Crises.

Course Outcomes (COs):

The student should be able:

- CO1: To explain the Meaning, Characteristics, and Geographical Distribution of Tribes in India.
- CO2: To analyze the Social Institutions in terms of types and functions.
- CO3: To analyze the Problem and Level of Exploitation of Tribal People.
- CO4: To describe the Approach of Isolation and Assimilation and Integration.
- CO5: To get in- depth knowledge about the Identity and the Crises of Identity and Protest of Tribal People.


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B.A. Pass Course-Sociology
(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*				
BA 402	CC	Sociology of Tribal 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.

Course Contents:

Unit I

Sociology of Tribal Society: Meaning, Definition, Classification, Distribution, and Utility. Constitutional Safeguard for Tribes.

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

Unit III

Problems of Tribal People: Problems of Poverty, Indebtedness, Exploitation, Alienation, Illiteracy, Tribal Problems for “Five Year Plans.”

Unit IV

Tribal Approaches: Approach of Isolation, Assimilation, and Integration.

Unit V

Tribal Identity: Definition, Factors that Constitute Tribal Identity, Crisis of Identity and Protest.

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B.A. Pass Course-Sociology
(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*				
BA 402	CC	Sociology of Tribal 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.

Suggested Readings:

- Bose, N.K. (1998). **Tribal Life in India**. National Book Trust, New Delhi.
- Canadian, K.M.(1958). **Marriage and Family in India**. Oxford University Press, Bombay.
- Fuchs, Stephen (1973). **The Aboriginal Tribes of India**. Macmillan, New Delhi.
- Gisbert, P. (1978). **Tribal India**. Rawat Publication, Jaipur.
- Ghurye, G.S. (1963). **The Scheduled Tribes**. Popular Prakashan Pvt. Ltd., Bombay.
- Ghurye, G.S. (1983). **The Scheduled Tribes**. Popular Book Depot, Bombay.
- Ghosh, Abhik (2003). **History and Culture of Oraon Tribe: Some Aspects of their Social Life**. Mohit Publications, New Delhi.
- Momin, Mignonette (ed.) (2003). **Readings in History and Culture of Garos**. Regency, New Delhi
- Majumdar, D.N. (1958). **Races and Cultures of India**. Asia Publishing House, Bombay.
- Sahoo, Chaturbhuj (2001). **Indian Tribal Life**. Sarup, New Delhi.
- Walker, Anthony 2002. **The Toda People of South India: Between Tradition and Modernity**. B.R. Publications: New Delhi

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Choice Based Credit system (CBCS) in Light of NEP-2020
B.A. Honors Public Administration
 (Batch 2021-24)

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						CREDITS		
			THEORY		PRACTICAL		L	T		P	
			END SEM University Exam	Two Term Exam	Teachers' Assessment*	END SEM University Exam					Teachers' Assessment*
BAHNUPBAD401	Core Course	Development Administration	60	20	20	-	-	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):

- (CEO 1) Understand the meaning of the concept of Development Administration
- (CEO 2) To Learn the nature and purpose of Developmental Administration
- (CEO 3) To recognize the various facets and elements of Development Administration
- (CEO 4) To identify the cause and effect of various Development policies in the country
- (CEO 5) Understand the importance of Development policy in Indian Administration

Course Educational Outcomes (COs):

- (CO1) Explain the meaning of the concept of Development model
- (CO2) Analyze the nature and purpose of Development administration
- (CO3) know about the relevance of the contemporary Development projects
- (CO4) To identify the functions of various Development institutions involved in the process of Development of the country
- (CO5) Analyze the importance of Development policy in Indian Administration

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


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B.A. Honors Public Administration
(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 University Exam	Teachers Assessment*					
BAHNPUBAD401	Core Course	Development Administration	60	20	20	-	-	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 III

Planning Process Grass Roots Planning, District Planning, Planning Commission and National Development Council State Planning Machinery

UNIT IV.

Enhancing Bureaucratic 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 Panchayati Raj, Emerging Patterns of Panchayati Raj, Concept of Democratic Decentralization, Evolution and Role of Panchayati Raj

Suggested Readings:

- Mohit Bhattacharya, Social Theory and Development Administration, Jawahar Publishers 2013
- Ratnakar Gaikwad, Initiatives in Development Administration, Yashwantrao Chavan Academy of Development Administration 2016
- R. K. Sapru, Development Administration, Sterling Publishers 2010
- Lakshmikanth on Indian Administration
- Fadia and Fadia "Indian Administration" Sahitya Bhawan publishers.


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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 OLSC401	Core Course	Comparative Government and Politics	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:

- **CEO 01** Identify the key institutions and theories of comparative politics.
- **CEO 02** Understand the theories that have shaped political institutions and structures.
- **CEO 03** Knowledgeable about how different organs of the government work in specific countries.
- **CEO 04** Capable to understand the difference in the Constitution of USA, UK, France, Switzerland, and China.
- **CEO 05** To get to know about differences in unitary and federal polity.

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

- **CO 01** Evaluate one's own political system, its strengths and its weaknesses, by comparing it to others.
- **CO 02** Examine the role of various theories.
- **CO 03** Memorize about the organs of the government like legislative, executive and judiciary of specific countries.
- **CO 04** Describe the differences in the constitution of specific countries. How one country is different from another country.
- **CO 05** Recall the system of countries division of power that is centralised or decentralised.


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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 OLSC401	Core Course	Comparative Government and Politics	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:

Comparative Politics: Nature, Scope, Relevance for Analysis of Politics and Economy

Unit-II:

Structural Functional, Neo- Marxist Theories of Under Development and Dependency

Unit-III:

Executive, Legislature, Judiciary; India, U.K. (United Kingdom), U.S.A. (United States of America)

Unit-IV:

Comparative Analysis: Features of the Constitutions; India, UK, U.S.A, Switzerland

Unit-V:

Federal and Unitary forms of Government: India, U.K. U.S.A, France

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B.A. (Honors) Psychology
Semester IV (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*				
BA403	CC	Fundamentals of Psychopathology	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: Learn the history and models of abnormality.
- CEO 2: Understand the sexual dysfunctions and gender dysphoria.
- CEO3: Differentiate disorders and discuss possible causes and risk factors of neurotic disorders.
- CEO 4: Enhanced awareness on the current knowledge of treatments and outcomes of the mood and psychotic disorders.
- CEO 5: Classify the three personality clusters.

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

- CO1: Critically evaluate assumptions underlying definitions of abnormality/disorder.
- CO2: Categorize various sexual dysfunctions and issues relating to gender dysphoria.
- CO 3: Compare various neurotic disorders.
- CO 4: Differentiate various mood and psychotic disorders.
- CO 5: Summarize the three clusters of personality.

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

COURSE CODE	CATEG ORY	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*				
BA403	CC	Fundamentals of Psychopathology	60	20	20	30	20	2	0	2	3

BA403
Fundamentals
of
Psychopathology

Contents

Unit I

Introduction to Psychopathology:

Concept of Abnormality, Historical Background, Brief Introduction to Classification systems (DSM-5, ICD-11), and Models of Abnormality.

Unit II

Gender Dysphoria and Sexual Dysfunctions.

Unit III

Anxiety Disorders and Obsessive Compulsive and Related Disorders.

Unit IV

Depressive Disorder, Bipolar Disorder and Schizophrenia.

Unit V

Personality Disorders and Dissociative Disorders.

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B.A. (Honors) Psychology
Semester IV (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*				
BA403	CC	Fundamentals of Psychopathology	60	20	20	30	20	2	0	2	3

List of Practical (Any Five)

- Anxiety, depression, stress scale
- Sexual Attitude Scale
- Mental Depression Scale
- Big Five Personality Inventory
- Defence Mechanism Inventory
- Case Study

Recommended Readings:

- Beidel, D., Bulik, C., & Stanley, M. (2014). **Abnormal psychology**, 3rd edition. Upper Saddle River, NJ: Pearson
- Kilgus, M., & Rea, W. (Eds.) (2014). **Essential psychopathology casebook**. New York: W.W. Norton & Company
- Durand, V. M., & Barlow, D. H. (2013). **Essentials of Abnormal Psychology** (7th Ed.). Pacific Grove, CA: Thomson-Wadsworth.
- American Psychological Association. (2019). **Publication manual of the American Psychological Association** (7th ed.) Washington, DC: Author. ISBN-13: 978-1433832178
- American Psychiatric Association. (2013). **Diagnostic and statistical manual of mental disorders** (5th ed.). Washington, DC: Author

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