

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

SUBJECT CODE	CATEGORY	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
ML-301	Compulsory	Environment and Energy Studies	60	20	20	0	0	4	0	0	0

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

*Teacher's Assessment shall be based upon 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:

- Understand sources of information required for addressing environmental challenges.
- Identify a suite of contemporary tools and techniques in environmental informatics.
- Apply literacy, numeracy and critical thinking skills to environmental problem-solving.

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

- Apply the principles of ecology and environmental issues that apply to air, land and water issues on a global scale.
- Develop critical thinking and/or observation skills, and apply them to the analysis of a problem or question related to the environment.
- Demonstrate ecology knowledge of a complex relationship between predators, prey, and the plant community.

Paper I

ML-301

Environment and Energy Studies

COURSE CONTENTS:

Unit I

Environmental Pollution and Control Technologies - Environmental Pollution & Control: Classification of pollution, Air Pollution: Primary and secondary pollutants, Automobile and industrial pollution, Ambient air quality standards. Water pollution: Sources and types, Impacts of modern agriculture, degradation of soil. Noise Pollution: Sources and Health hazards, standards, Solid Waste management composition and characteristics of e - Waste and its management. Pollution control technologies: Wastewater Treatment methods: Primary, Secondary and Tertiary.

BATCH 2018-2021

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

Unit II

Natural Resources - Classification of Resources: Living and Non - Living resources, water resources: use and over utilization of surface and ground water, floods and droughts, Dams: benefits and problem, Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, Land resources: Forest resources, Energy resources: Growing energy needs, renewable energy source, case studies.

Unit III

Ecosystems: Definition, Scope and Importance ecosystem. Classification, Structure and function of an ecosystem, Food chains, food webs and ecological pyramids. Energy flow in the ecosystem, Biogeochemical cycles, Bioaccumulation, Ecosystem Value, Devices and Carrying Capacity, Field visits.

Unit IV

Biodiversity and its Conservation - Introduction - Definition: genetic, species and ecosystem diversity. Bio-geographical classification of India - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values - . Biodiversity at global, National and local levels. - . India as a megadiversity nation - Hot-spots of biodiversity - Threats to biodiversity: habitat loss, poaching of wildlife, man wild life conflicts; Conservation of biodiversity: In-situ and Ex-situ conservation. National Biodiversity Act.

Unit V

Environmental Policy, Legislation & EIA - Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Municipal solid waste management and handling rules, biomedical waste management and handling rules, hazardous waste management and handling rules. EIA: EIA structure, methods of baseline data acquisition. Overview on Impacts of air, water, biological and Socio- economical aspects. Strategies for risk assessment, Concepts of Environmental Management Plan (EMP)

Recommended Readings:

- Agarwal, K.C. (2001). **Environmental Biology**. Bikaner: Nidi Pub. Ltd.
- Brunner, R.C. (1993). **Hazardous Waste Incineration**. New Delhi: McGraw Hill Inc.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

- Clank, R.S. (2001). **Marine Pollution**. New York: Oxford University Press.
- De, A.K. (2001). **Environmental Chemistry**. New Delhi: Wiley Western Ltd.
- Bharucha , Erach (2005). **Environmental Studies for Undergraduate Courses**. New Delhi: University Grants Commission.
- Rajagopalan, R. (2006). **Environmental Studies**. New York: Oxford University Press.
- AnjiReddy, M. (2006). **Textbook of Environmental Sciences and Technology**. BS Publication.
- Wright, Richard T. (2008). **Environmental Science: Towards a Sustainable Future**. New Delhi: PHL Learning Private Ltd.
- Gilbert M. Masters and Wendell P. Ela .(2008). **Environmental Engineering and Science**. University Kindom: PHI Learning Pvt Ltd.
- Botkin ,Daniel B. & Edwards A. Keller(2008). **Environmental Science**. New Delhi: Wiley INDIA edition.
- Kaushik ,Anubha (2009). **Environmental Studies**. New Delhi: New age international publishers.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment t*	END SEM University Exam	Teachers Assessment t*
BA 302	SOC. SC., ARTS & HUM	Indian 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

- familiarizes with different social issues and problem
- acquaint the students to the changing nature of social problems in India

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

- To enable students to analyze social issues and problems using different sociological perspectives

BA-302 Sociology of Indian Society

Unit I

Indian Social Study: Varna, Aashram, Karma, Purusharth, Sanskar- Field based and their importance

Unit II

Indian Rural Society - Rural Sociology, Nature and Importance, Rural family and changing Pattern. Jajmani Pratha, Panchayati Raj.

Unit III

Indian Social Problems and issues - Dowry, Female Foeticide, divorce

Unit IV

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

Unit V

Urban Migration Nature, Characteristics, importance, Slums, Settlement

Recommended Readings:

BATCH 2018-2021

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

- Ahuja, Ram (1997). **Society in India: Concept, Theories and Recent Trends**. Jaipur: Rawat Publication.
- Beteille, Andre (1992). **Backward Classes in Contemporary India**. New Delhi: OUP.
- Dube, S.C. (1990). **Indian Society**. New Delhi: National Book Trust.
- Ghurye, G.S. (1968). **Social Tension**. Bombay: Popular Prakashan.
- Karve, Iravati (1961). **Hindu Society: An Interpretation**. Pune: Deccan College.
- Mandelbaum, D.G. (2005). **Society in India**. Bombay: Popular Prakashan.
- Sharma, K.L. (1994) .**Caste and Class**. Jaipur: Rawat Publication.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BA303	Compulsory	Human Developmental Psychology	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 students will be able

- Developmental psychology is the scientific study of changes that occur in human beings over the course of their lives. This field examines change and development across a broad range of topics, such as motor skills and other psycho-physiological processes; cognitive development involving areas like problem solving, moral and conceptual understanding; language acquisition; social, personality, and emotional development.
- To impart the students with studies of human growth and cognitive, social, moral and emotional development across the lifespan from conception to death.
- To understand the key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly.
- It is important to study for any well-educated person to understand to some degree how we as human beings develop through the life span. Human Growth and Development addresses the physical, cognitive, and psychological changes we encounter as we pass through life, from pre-natal development to death.

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

- Understand physical, cognitive, social and emotional development across the lifespan. Articulate various developmental terms and concepts.
- Distinguish between major theoretical perspectives in developmental psychology.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

- Contrast the various theoretical perspectives according to how they view major controversies and issues in developmental psychology. Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Evaluate the advantages and disadvantages of the various techniques used to study human development.
- Apply developmental concepts and theories to everyday relationships and situations.

BA303

Human Developmental Psychology

Unit I

Introduction to Human Developmental Psychology: Concept, Determinants and Perspectives - Biological, environmental and their interaction; Approaches: Longitudinal, Cross Sectional, Case study and Observational method.

Unit II

Prenatal Development of Developmental stages: Theories of Erickson and Adler; Conception and Birth: Sex determination, Genetic transmission, Type of Birth; Infancy and childhood: Characteristics; developmental tasks; adjustment problems;

Unit III

Puberty and Adolescence: Characteristics; Bodily changes and their effects; adjustment problems; Young Adulthood: Characteristics; Marital and Vocational adjustments in early adulthood, Problems and solution; Middle-age: Characteristics; Adjustment to physical, mental changes; Developmental tasks of adulthood; Old-age: Characteristics; changes in physical, motor and personality factors; Adjustment to retirement and other social problems.

Unit IV

Cognitive and Language Development: Nature and Approaches: Piaget, Vygotsky and Information Processing. Perceptual Development and Concept Formation: Perceptual Development: Visual, Auditory and Tactual; Concept Formation: Acquisition of Concepts of Time and Space. Language Development: Stages and Determinants.

Unit V

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

Emotional, Social and Moral Development: Primary Emotions: Development from Infancy to Adulthood; Concepts of Emotional and Spiritual Intelligence. Social Development: Stages; Factors affecting Social Development; Concept of Social Intelligence. Moral Development: Kohlberg's Theory, Social Learning Theories.

List of Practicals:

- Adjustment Inventory
- Multi Dimensional Aptitude Battery
- Well Being Scale
- Koh's Block Design Intelligence test
- Children's Pictorial Measure of Social Cognition Ability.

Recommended Readings:

- Boston: Allyn and Bacon. REVISED SYLLABUS OF PSYCHOLOGY Hurlock, C. (1981), **Developmental Psychology**, McGraw Hill.
- Hurlock, E.B. (1980): **Developmental Psychology: A lifespan approach**. New Delhi; Tata McGraw Hill.
- Mussen et al (1974): **Child Development and Personality**. NY; Harper & Row.
- Nelson, N.W. (1975): **Developmental Psychology**. NY: Holt, Rinehart & Winston. Ciccarelli, S. K & Meyer, G.E (2008). **Psychology** (South Asian Edition). New Delhi: Pearsn
- Shaffer, D.R. (1985). **Developmental Psychology. Fourth Ed.** Brooks and Cole Publications.
- Shamrock, J.W. (1999). **Lives span Development**. New York: McGraw Hill.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment ^{t*}	END SEM University Exam	Teachers Assessment ^{t*}
BA 304	SOC. SC., ARTS & HUM	Drama	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:

- Critically and aesthetically analyze works in dramatic literature and the performing arts.
- Comprehend and analyze historical movements in dramatic literature and practice.

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

- Demonstrate a proficiency in dramatic literature, stage history, and theatre aesthetics.

BA-304

Drama

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's: The Tempest

Unit IV

Christopher Marlowe's: Dr.Faustus

Unit V

BATCH 2018-2021

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

Girish Karnad's: Hayavadana

Recommended 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.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

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*
BA305	Compulsory	Macroeconomics-I	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:

1. To understand the microeconomics and familiarise the students with the different concepts of microeconomics in social scenario.

Course Outcomes :

1. Understand the basic concepts in Macroeconomics.
2. Learn the definition, measurement of the macroeconomic variables.
3. Explain the various theories of determining GDP in the short run.

Syllabus:

UNIT I Introduction

Macro vs. Micro Economics; Why Study Macroeconomics? Limitations of Macroeconomics; Stock and Flow variables, Equilibrium and Disequilibrium, Partial and General Equilibrium Statics – Comparative Statics and Dynamics

UNIT II National Income Accounting

Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income, limitations of the GDP concept.

UNIT III Theory of Multiplier and Accelerator

The concept of Investment Multiplier, Accelerator, Working of Multiplier Leakages in multiplier process, paradox of thrift, Static and Dynamic Multiplier. Theory of Accelerator

Unit IV Money

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

Functions of Money, Supply of Money, High Powered Money, Money Multiplier
Quantity Theory of Money – Cash Transactions, Cash Balances and Keynesian
Approaches.

Unit V Inflation and Unemployment

Inflation – Meaning, methods of measuring Inflation Types of Inflation- Demand – pull
inflation, Cost push Inflation, Effects of Inflation, Policy Measures to control Inflation.
Meaning, measurement and kinds of unemployment.

Text Books:

1. H L Ahuja (2018). **Principles of Macroeconomics**, S. Chand Publication; New Delhi.
2. D N Dwivedi (2015), **Macroeconomics Theory and Policy**, McGraw Hill Education (India) Pvt Limited, New Dehli

Reference Books:

1. Case, Karl E. & Ray C. Fair.(2007). **Principles of Economics**, Pearson Education, Inc., 8 th edition.
2. Sikdar, Shoumyen, **Principles of Macroeconomics**, 2nd Edition, Oxford University Press, India.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

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							THEORY		PRACTICAL		
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BAHNPUBAD 301	SOC.SC ARTS & HUM	Social and Economic Administration	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 Objectives:

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

Course Outcomes:

1. Helps in maintaining cordial relations
2. Art of developing promotional activities...

COURSE CONTENTS:

UNIT I

Introduction to economic and social statics : 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.

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. Life long learning and on the job training. Educational system (enrollment and completion, funding, teachers & learning environment.

BATCH 2018-2021

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

UNIT IV

Health, Poverty and inequality and labour 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.

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, ch 3
- G Kitching, **Seeking Social Justice Through Globalisation: Escaping A Nationalist Perspective** (2003)
- Gad Barzilai, **Communities And Law: Politics And Cultures Of Legal Identities** (university of Michigan Press) analysis of justice for non- ruling communities.
- J Franklin (ed), **Life to the Full : Rights and Social Justice in Australia** (Connor Court 2007)
- P Corning, **The Fair Society: The Science Of Human Nature And The Pursuit Of Justice** (Chicago UP 2011)
- R Faden and M Powers , **Social Justice The Moral Foundations Of Public Health And Health Policy** (OUP 2006)
- T N Carver, **Essay in Social Justice** (1915) chapter Links.

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNPOLSC301	SOC. SC., ARTS & HUM	Indian Foreign Policy	60	20	20	0	0	5	0	0	5

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

- Get information of Indian Constitution.
- Know fundamental rights and duties.
- get acquainted with the Indian administrative systems

Course Outcomes (COs):

The students should be able to:

- Understand idea of political system and the account of the making and working of constitutional institutions.
- study of the Indian political system with an understanding of politics in society

COURSE CONTENTS

Unit-I: Basic Determinants (Historical, Geo Political Economic Domestic and strategic milieu).

Unit-II: India and her neighbours A) Pakistan b) Bangladesh c) Sri Lanka d) Nepal

Unit-III: Recent trends in India's Relation With a) USA b) Russia c) China

Unit-IV: Engagement with Regional Organisation. a) ASEAN b) SAARC c) EU

Unit-V: India- An Emerging Power ; India's contribution to UN peace keeping Operations, India and UN.

Suggested Readings:

- India's Relations with the USA and USSR/ Russia Essential Readings: S. Mehrotra, (1990)
- 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors',
- India and the Soviet Union: Trade and Technology Transfer, Cambridge University Press: Cambridge, pp. 8-28.R. Hathaway, (2003)
- 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.),

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

- India as an Emerging Power, Frank Cass: Portland.A. Singh, (1995)
- 'India's Relations with Russia and Central Asia', in International Affairs, Vol. 71 (1): 69-81.
- M. Zafar, (1984), 'Chapter 1',
- India and the Superpowers:
- India's Political Relations with the Superpowers in the 1970s,
- 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in Asian Survey, Vol. 46 (5), pp. 675-698

Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore

B.A. Pass Course

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							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment ^{t*}	END SEM University Exam	Teachers Assessment ^{t*}
BA306	SOC. SC., ARTS & HUM -	Field Study/Book Review/Case Study/Seminar	0	0	0	5	0	0	0	100	0

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.