

Bachelor of Arts- Psychology

2021-2025

Syllabus



**School of Social Sciences
Devi Ahilya Vishwavidyalaya, Indore**

School of Social Sciences, DAVV, Indore

BA Psychology

2021-2025

NEP Syllabus

Levels	Qualification Title	Credit Requirements
Level 5	Undergraduate Certificate in Psychology for those who exit after first year (Two Semester)	40
Level 6	Undergraduate Diploma in Psychology for those who exit after two years (Four Semester)	80
Level 7	Bachelor Degree in Psychology (3 year/6 semester)	120
Level 8	Bachelor Degree in Psychology (Honours/Research) (4 Year/8 Semester)	160

The maximum duration for completing the UG Degree & UG (Honours/Research) programme for regular students shall be 6 & 8 years respectively.

School of Social Sciences
Proposed Scheme for Choice Based Credit System (CBCS) as per NEP
BATCH 2021-2025

B.A. Psychology (SEMESTER-1)

S.NO.	Course Type	Course Code	Course Title	Internal Marks	External Marks	CREDIT
01	Major Paper (Theory)	SS4C-101	Theoretical Perspective of Psychology	40	60	4
02	Major Paper (Practical)	SS4C-103	Practical Work	40	60	2
03	Minor Paper 1	SS4C-105	Introduction to Political Theory.	40	60	3
04	Minor Paper 2	SS4C-107	History of India from earliest times to 1200 A.D.	40	60	3
05	Generic Elective	SS4C-121	Constitution of India	40	60	4
06	Ability Enhancement Compulsory Course	SS4C-123	English Language & Communication	40	60	4
Total Credit						20

B.A. Psychology (SEMESTER-2) BATCH 2021-2025

S.NO.	Course Type	Course Code	Course Title	Internal Marks	External Marks	CREDIT
01	Major Paper (Theory)	SS4C-102	Fundamentals of Psychology	40	60	4
02	Major Paper (Practical)	SS4C-104	Practical Work	40	60	2
03	Minor1	SS4C-106	Development of political thought (Indian and western)	40	60	3
04	Minor 2	SS4C-108	World History (mid-15th century to 1870)	40	60	3
05	Generic Elective	SS4C-122	Introduction to Economics	40	60	4
06	Ability Enhancement Compulsory Course	SS4C-124	Hindi Language & Communication	40	60	4
Total Credit						20

BATCH 2021-2025**B.A. Psychology (SEMESTER-III)**

S.NO.	Course Type	Course Code	Course Title	Internal Marks	External Marks	CREDIT
01	Major Paper (Theory)	SS4C-201	Psychology of Individual Differences	40	60	4
02	Major Paper (Practical)	SS4C-203	Practical Work	40	60	2
03	Minor Paper 1	SS4C-205	Comparative politics (government and constitution)	40	60	3
04	Minor Paper 2	SS4C-207	Medival history (1200-1739A.D)	40	60	3
05	Generic Elective	SS4C-221	Environmental Education	40	60	4
06	Skill Enhancement Course (Theory)	SS4C-223	Yoga/Diet & Nutrition*	40	60	1
	Skill Enhancement Course (Practical)	SS4C-225	Yoga/Diet & Nutrition*	50	50	3
					Total Credit	20

Skill Enhancement Course*: Student has to opt any one course out of Yoga or Diet & Nutrition.

SEMESTER I**THEORETICAL PERSPECTIVES OF PSYCHOLOGY (4 Credit)**

Course Objective: This course enables students to understand the different theories and perspectives of psychology.

Course Learning Outcome:

Student will learn about

- historical background of psychology
- Various different approaches and perspective of psychology
- Emergence of modern psychology

Course Content:

1. Understanding Psyche: A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedanta: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality
2. Psychoanalytical perspective: History; Freudian Psychoanalysis; Carl Jung; Neo-Freudian approaches
3. Behavioristic perspective: Development of behavioristic thought- Watson; Classical conditioning- Pavlov; Operant conditioning- Skinner
4. Humanistic and Existential perspective: Hierarchy of needs (Maslow); Rogers
5. Cognitive and Social Perspectives and Contemporary developments; Cognitive balance and dissonance theory (Heider, Festinger); Social learning theory (Bandura); Feminism and social constructionism.

References:

- Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.
- Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*,40, 266-275.
- Kakar, Sudhir. (2006). Culture and Psychoanalysis: A Personal Journey. *Social Analysis*, Volume 50, Number 2, Summer 2006, pp.25-44.
- King, D.B., Viney, W. & Woody, W.D. (2008). *A history of psychology: Ideas and context*. (4th Ed.).Pearson education.
- Leahey, T.H. (2005). *A History of Psychology: Main currents in psychological thought* (6th Ed.). Singapore: Pearson Education.
- Paranjpe, A. C. (1984). *Theoretical Psychology: The meeting of East and West*. New York: Plenum Press.
- St. Clair, Michael (1999). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company.
- Schultz & Schultz (1999). *A History of Modern Psychology*. Harcourt College Publishers/ Latest edition available.
- Thomas, Teo (2005). *The Critique of Psychology: From Kant to Post Colonial Theory*. Springer.

Practical Work (2 Credit)

Course Objective:

To assess, apply techniques of stress, adjustment and time management and to understand SWOT analysis.

Course Learning Outcome:

Students will learn

- To analyze their strengths, weaknesses, opportunities and threats.
- To assess stress level and to understand various stress management techniques
- To understand and assess interpersonal skills and time management skills

Course Content:

1. Basic concepts of Stress, Adjustment and Coping
2. Stress Management, Time Management, Interpersonal Skills, Communication Skills
3. SWOT Analysis
4. Time Management Matrix/Techniques
5. Assessment of Stress and Stress Management Techniques
6. Assessment of Interpersonal Skills

References:

1. Covey S.R. (2004), Seven Habits of Highly Effective People. Free Press
2. Psychology of Stress & Well Being
3. Communication Skills
4. Interpersonal Skills
5. Body Language

INTRODUCTION TO POLITICAL THEORY (3 credit)

Unit -1 -Introduction

Definition and Scope of Political Science; Political Science and its relationship with other Social Sciences

Unit -2- State

Essential elements of State; Origin of state with special reference to the theory of Social Contract; Nature & Functions of the State (Liberal & Marxist perspective)

Unit -3- Sovereignty & Rights

Defining the concepts; Austin's theory of sovereignty & Pluralist Critique Theories of Rights, Dominant perspectives including Liberal, Laski, and Marxist

Unit -4- Concepts

Liberty, Equality, Property and Justice

Unit -5- Structure & Forms of Government Unitary & Federal; Parliamentary

Presidential

Monarchy, Aristocracy, Totalitarianism & Democracy

Reading

- 1 Political theory and introduction by Rajiv Bhargawa, 2008 , Pearson Education.
- 2 Political theory by V.D Mahajan, 2006, S.Chand Limited.
- 3 An Introduction to Political theory O.P. Guaba., 2009, Macmillan Publishers India Limited.
- 4 Contemporary Political Theory by Andrew Shorten , 2015, Macmillan Education UK.

History of india from earliest times to 1200 A.D. भारत का इततहास प्रारंभ से -1200 ई तक (3 credit)

UNIT-1: History –its concept, nature and significance, survey of sources, historical facts in puranas, physical and geographical structure of India, prehistoric age and stone age – palaeolithic, Mesolithic,(with special reference to rock art)and Neolithic culture.

इततहास की अवधारणा, स्वरूप,क्षेत्र एवम महत्व,इततहास के स्रोतों का सवेक्षण, पुराणों में ऐततहाससक तथ्य,भारत की भौगोलिक एवम भौततक संरचना। प्रागैततहाससक काि,पाशाण काि- पुरा,मध्य) शैि चचत्रिका के ववशेष संदभभ में (एवम ्रनव पाशाण काि

UNIT-2: Sarasvati civilization (harapan civilization) – Origin, extent, decline, social economic and culture life, megalithic cultures, vedic period and Aryan society, polity, economy culture and religion, later vedic period-social condition- varna, jati, occupational categories, marriage, sixteen sanskars, and four purusharthas, Iron age.

सरस्वती सभ्यता)हड़प्पा सभ्यता-(उदभव , ववस्तार, पतन, सामाजिक, आचथभक, एवम ्रसास् कृततक िीवना महापाशाण संस्कृतत वैददक काि एवम ्रआयभ -सामाजिक, रािनेततक, आचथभक,सस् कृतत एवम ्रधमभ, उत्तर वैददक काि – सामाजिक दशा वणभ,िातत, व्यावसातयक श्रेणया, वववाह, सोिह संस्कार एवम ्र चार पूरूशाथभ।

UNIT-3: Sixteen Mahajanpads, Rise of Magadha, rise of new religious movements in north India. Buddhism Jainism Iranian invasion, Alexander invasion and its impact; The Mourya empire- Chandragupt, koutilya and Arthshastra administration and economy, Ashoka dhamma, Mourya art and architecture, downfall of Mouryan empire, post Mouryan period: foreign invaders –Shakas and kushanas administration and cultural development, Sunga and Sathavahana period –political, social, economic, and cultural life. Mathura and Gandhar art.

सोिह महािनपद, मगध का उत्थान, उत्तर भारत मेनयेधसमभक आंदोिनो का उदय, बोध एवम िैन धमभ, इरातनयो का आक्रमन ससकं दर का आक्रमन एवम उसके प्रभाव, मौयभसामराज्य – चंद्रगुप्त, कौतततल्य अथभशस्त्र, प्रशासन ओर अथभव्यवस्था, अशोक का धम्म मौयभक्रिा एवम स्थापत्य, मौयभसामराज्य का पतन। मौयोत्तर युग बाहूरी आक्रमंकरी – शक एवम कुशान – शासन एवम संजस्कृततक ववकास, शुंग एवम सातवाहन काि – रािनेततक ,सामाजिक , आचथभक एवम सांजस्कृततक िीवन,मथुरा एवम गांधार शैिी।

UNIT-4: Gupta Empire—golden period of Indian history art and architecture, political, social, economic and cultural life. Vakata, dynasty, harshvardhan and his times. Important dynasties of the North India –gurjar pratihar, kalchuries, chandelas and parmars-social economic and cultural conditions. History of kashmir-karkot and lohar dynasty.

गुप्त सामारज्य -भारतीय इततहास का स्वतनभम काि, किा एवम स्थापत्य,राजनेततक, सामाजिक, आचथभक सांस्कृततक िीवन वाकाटक वंश, हशभवधभन एवम उनका युग, उत्तर भारत के प्रमुख रािवंश- गुिभर-प्रततहार, कलचुर,चंदेि, एवम परमार काि -सामाजिक, आचथभक, एवम सांजस्कृततक पररजस्तचथय काश्मीर का इततहास- काकोट एवम िोहार वंश

UNIT-5:- Importance dynasties of South India rashtrakutas, cholas, pallavas and chalukyassocio-economic, cultural life, art and architecture, philosophy of Shankrachrya and vedant, sangam age greater India (spread of Indian culture abroad) Arab invasion: Mohommad-binqasim, Turkish invasion Mahmud gaznavi and Mohommad gouri.

दसशण भारत के प्रमुख रािवंश – राशत्रकूत,चोि,पल्िव एवम ्रचािुक्य – सामाजिक, आचथभक, एवम ्र सांस्कृततक िीवन किा एवम ्रस्थापत्य शंकराचायभका दशभन एवम ्रवेदांत,संगम युग,भारतीय संस्कृतत का ववश्च संचार – ब्रहत्तर भारत,अरब आक्रमण मोहोम्मद बबन कासशम, तुकभ आक्रमण मेह्लूद गिनवी एवम ्रमोहोम्मद गोरी

Suggested Books: डॉ .ववमि चंद्र पांडे – प्रचीन भारत का रािनीततक एवम ्र सांस्क ्र ततक इततहास

● ववश ्रु धानंद पाठक – उत्तर भारत का रािनीततक इततहास

- नीकण्ठ शास्त्री – दजकशण भारत का इततहास
- मि ू मदार दत्त रायचौधरी – प्राचीन भारत का रािनीततक इततहास
- डॉ .के.श्रीवास्तव – प्राचीन भारत का इततहास
- डॉ.एि.पी.शमाभ – प्राचीन भारत का इततहास
- आर.सी.मि ू मदार – प्रचीन भारत
- झा एवम ्रशीमािी – प्राचीन भारत
- भगवत शरण उपाध्याय – प्राचीन भारत का इततहास) प्रारंभ से 1200 ई तक(
- डॉ .ववमिचंद्र पांडेय – प्राचीन भारत का रािनीततक एवम ्र सांस्क ्र ततक इततहास
- चगररिा शंकर प्रशाद समश्रा – प्राचीन भारत का इततहास
- डॉ .रमा शंकर बत्रपाठी – प्राचीन भारत का इततहास
- बी.िी गोखि – प्राचीन भारत का इततहास
- R.C.Majumdaar – An advance history of india
- R.S.Sharma – india's ancient past
- P.N.K.Banzai - History of Kashmir earliest times vol-1

CONSTITUTION OF INDIA (4 credit)

Unit I

Constitutional development during British rule in India,
Making of Indian constitution,
Salient features of the Indian Constitution,
Preamble and its Significance in the Indian constitution.

Unit II

The Union and its Territory, Citizenship
Fundamental rights & duties and Directive principles of state policies.

Unit III

Union executives: President, Prime Minister, Council of Ministers.
State Executives: Governor, Chief Minister and Council of Ministers.
Centre-State Relations

Unit IV

Union Legislature- Indian Parliament, Lok Sabha & Rajya Sabha.
State Legislature- Vidhan Sabha & Vidhan Parishad.

Unit V

Indian Judiciary- The Supreme Court, High Court and Subordinate Courts.
Judicial Review and Judicial Ove reach

Recommended books:-

- 1)The Indian Constitution: Cornerstone of a Nation, by Granville Austin.
- 2)Our Constitution by Subhash Kashyap
- 3)Burden of Democracy by Pratap Bhanu Mehta
- 4)Constitution of India,by H. M. Seervai
- 5) Constitution of india by D.D. Basu

English Language & Communication (4 credit)

Course Outcomes:

CO1: Develop their ability to communicate in written mode with correct usage of English grammar.

CO2: Enhance their vocabulary and grammatical forms of English to use in specific communicative contexts.

CO3: Develop the speaking ability in English both in terms of fluency and comprehensibility.

CO4: Develop competence in the four modes: writing, speaking, reading and listening.

CO5: Gain an understanding of script writing, various motivational, leadership and problem solving stories for application of these ideas in real world situations.

Course contents:

Unit-1 : Vocabulary Building: -Antonyms, synonyms, prefixes, suffixes, article prepositions, tenses, worksheets, reading practice, hearing. Parts of Speech- Noun, Adjective, Verb, Adverb, Preposition, Pronoun, conjunctions, Interjections, Determiners, Articles, Phrasal Verbs, Subject & Verb Agreement, Tenses, New Words (Compound words, Aponyms. Pejorative words, Loaning), Antonyms & Synonyms, Prefixes. & Suffixes.

Unit-2 : Defining and describing: -Difference between defining and describing from the language point or view, Student will define simple day-to-day things, places, persons, devices, toot, etc and also describe them (Students will be given home assignments in vocabulary/definitions & descriptions. They will collect and past in their journal minimum 2 sample passage of style/ register and analyze, them)

Unit-3 : Writing different types of paragraph: -Structure of para- topic sentence, elaboration, explanation, illustrations etc., para of comparison, contrast, argumentative para, descriptive para.

Unit-4 : Scrape book: - Concept, usefulness and relevance, students will prepare a scrape book on a topic of their interest with the help of the teacher.

Unit-5 : Writing script for comparing a program: -Various functions of the college, festivals and other public functions.

Unit-6 : Reading and review: -Reading and review of 10 short stories (motivational, inspiring, problem solving, leadership etc. to be provided by the faculty in the beginning of the session)

Unit-7 : Letters:-Formal and Informal letter along with C.V., Literary devices, Scanning and Skimming of articles.

Reference books:

- N, Krishnaswamy, Modern English (Macmillan, India)
- Bhaskaran and Horsburgh, Strengthen Your English (OUP)
- Kane Thomos, The New Oxford Guide to Writing (OUP)
- Tikoo and Shashikumar, Writing with it purpose (OUP)s

SEMESTER II

FUNDAMENTALS OF PSYCHOLOGY (4 Credit)

Course Objectives:

- To understand perception and attention
- To understand basic concepts of learning and motivation
- To develop knowledge about biological concepts of psychology

Course Learning Outcome:

After completion of this course student will be able to

- Develop conceptual clarity about perception, attention and memory
 - Understand principles and process of learning and motivation
 - Gain knowledge about nervous system and neuro psychology
1. Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions. Attention & its types
 2. Learning & Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning. Motivation: meaning, definition, basic concepts: Instincts, needs, drives, incentives, motivational cycle. Perspectives on motivation, Approaches to the Study of Motivation: Psychoanalytical, ethological, S – R, Cognitive, humanistic. Types of motivation: Biological Motives: Hunger, thirst, sleep and sex. Social Motives: Achievement, affiliation, approval
 3. Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.
 4. The Nervous System: Structure, type and functions of neurons; Neural conduction and synaptic transmission; Organization of Nervous system: CNS & PNS- Structure and functions.
 5. Neuro psychology: The brain: Structure and functions; Neurons: structure and function; Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal

Readings:

- Baron, R. & Misra. G. (2013). Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: Pinnacle Learning.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
- Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
- Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

Practicum (2 Credit)

Course Learning Outcome:

After completion of this learner will able to:

- Practical application of perception and learning
- Develop the skill to improve memory
- Understand concept of achievement motivation
- Understand assessment of various types of motives

Course Content:

Any 3 Experiment and Any one Test

16 Experiments: (Any Three)

1. Division of Attention
2. Effect of mental set on Perception
3. Free Recall
4. Study of Recall & Recognition
5. Effect of Reinforcement on Learning
6. Paired Associate Learning (Eg: By D.S. Janabandhu)
7. Effect of meaningfulness of learning (Eg: By D.S. Janabandhu)
8. Short Term Memory (Eg.: By B.B. Asthana)
9. Long Term Memory ((Eg.: By B.B. Asthana)
10. Software based or computer mediated experiments: For example an experiment on effects of types of music (favourability of music as independent variable) on working memory (performance on a game that tested for spatial working memory span as the dependent variable) can be designed. The participants are required to choose from a list of 5 audio files (with no lyrics, and of happy mood) and pick out three: one that they liked the most, one that they felt was neutral, and one that they did not like.
11. Observing how people remember: The student observes how a person recollects a critical incident of his life when he is alone. Then the same individual is observed in a family setting and observations are made as to how he remembers in such a collective setting. How the memories are different or similar in the two settings, how the memories are being shaped by others, what cues being given by others for remembering, how different people may have different memories of the same event and how memories are being are being continuously constructed and reconstructed.
12. Activities for improving memory: This activity would involve presenting participants with a list of words. One set of participants is instructed to recall the list in any manner. Other participants are first trained in mnemonics and then told to recall the list using mnemonics. For e.g. one set is instructed to first make a story by relating the words in the list, a second is told to picture an image associated with the word in their mind, and another group is trained in the loci method (focusing on different 'locations' in their homes/schools) and then given the list of words. They are then asked to recall the respective lists. See the effect on memory.
13. Activity for demonstrating Eyewitness Suggestibility: Participants are instructed to see a small video of an accident or read about an accident in the newspaper. They are then asked different kinds of leading questions: for e.g. they may be asked to estimate the speed of the car "when they made **contact** with each other", or "when they **smashed** with each other". Effect on eyewitness memory is measured.

14. Analyzing newspaper reports/Self Reports/Interviews: Newspaper reports of aviation disasters, road accidents etc. may be analysed by the students with respect to attentional distractions, multitasking, and other cognitive mechanisms that may have led to the accident. Self-reports and interviews from drivers who have met with an accident may also be explored with respect to attentional distractions, fluctuations of attention, shifts of attention etc. Similarly, causation mechanisms related to attentional mechanisms based on video recordings of accidents may be analysed with respect to attention and other cognitive processes.
15. The rumor chain game is a very simple illustration of the reconstructive nature of long-term memory and the role of schemas (e.g. gender role expectations and prejudices) in this process. a story that is short enough to allow retelling several times in class, but detailed enough that students are unlikely to remember all aspects of it. Send a few participants out of the room. The student reads aloud a short story to the one participant in the room. She is required to repeat the story to the new participant who is brought about. This newcomer will repeat it to the next participant who is invited to the room and so on. This continues until the last student who hears the story repeats it to the class. The student observes how the story has undergone a change and the reconstructive nature of memory.

3 Practical: (Any 1)

1. Achievement Motivation Test
2. Social Motive Scale
3. Need Pattern Scale
4. Divergent Production ability Test

DEVELOPMENT OF POLITICAL THOUGHT (INDIAN AND WESTERN) (3 credit)

Unit -1- Indian Political Thinkers 1 Dharamshastra, Kautilya, Aggannasutta, Barani, Kabir, Pandita Ramabai, Bal Gangadhar Tilak, Swami Vivekanand, Rabindranath Tagore, Sri Aurobindo, Periyar E.V. Ramasamy, Muhammad Iqbal, M.N. Roy, V D Savarkar

Unit -2- Indian Political Thinkers 2

Dr. B.R. Ambedkar, J L Nehru, Ram Manohar Lohia, Jaya Prakash Narayan, Deendayal Upadhyaya

Unit -3 - Western Political Thinkers 1 Confucius, Plato , Aristotle , Machiavelli

Unit -4 - Western Political Thinkers 2 Hobbes, Locke, Rousseau, Hegel, Mary

Wollstonecraft, John Stuart Mill , Gramsci, Hannah Arendt, Frantz Fanon, Mao Zedong, John Rawls

Unit-5-Two Different Pole of Politics Karl Marx and Mahatma Gandhi

Readings

1 A history of political thought: Plato to Marx by Subrata Mukherjee , Sushila Ramaswamy , 2011, PHI learning.

2 Political Thinkers from Socrates to the present edited by David Boucher , 2017, oxford university press.

3. Western political thinkers by Gyanendra singh , 2008, omega publications.

4 Indian Political Thinkers by N. Jayapalan, 2000, atlantic publishers.

WORLD History (mid 15th century to 1870) (3 credit)

ववश्च इततहास) 15वी शताब्दी के मध्य से 1870 ई तक(

UNIT-1:-The beginning of modern era-renaissance, decline of feudalism, reformation and counter reformation, economic revolution of the modern west-mercantilism and commercial revolution. Beginning of colonialism.

आधुनिक युग का प्रारंभ -पुनर्जागरण, सामंतवाद का पतन। धर्म सुधार एवं प्रतर्कण सुधार, आधुनिक पश्चिम की आच्छादक क्रांतत -वाददज्यवाद और व्यापारिक क्रांतत, उपतनवेशवाद का प्रारंभ।

UNIT-2:- Industrial Revolution, Industrial revolution in England causes and impact on society, Industrialization in other countries USA, Germany, Russia, Japan, Glorious revolution of 1688 A.D.

आधुनिक क्रांतत इंग्लैंड में आधुनिक क्रांतत के कारण और समाधि पर प्रभाव। ववसभन्न देशों में आधुनिक क्रांतत अमेरिका, रूस और जापान, 1688 ई की गौरवपूर्ण क्रांतत

UNIT-3:- American Revolution (1776 A.D.) causes and effects, French revolution-nature, Causes and effects and its aftermath.

अमेरिका की क्रांतत) 1776 ई (कारण एवं प्रभाव। फ्रांसीसी क्रांतत) 1789 ई -(प्रकृतत, कारण प्रभाव एवं परिणाम।

UNIT-4:- Age of Napoleon Bonaparte – rise and fall, Vienna congress(1815), Age of Metternich, Revolutions of 1830 and 1848 A.D. and their impact over Europe, Eastern question up to Crimean war.

नेपोसियन बोनापार्टिक युग -उसका उत्थान और पतन, ववयना कांग्रेस)1815) मेटर्नख युग, सन 1830 ई और 1848 ई की क्रांततया एवं यूरुप पर उनका प्रभाव, पूर्वी समस्या क्रीसमया युद्ध तक।

UNIT-5:- Liberalism in England – Act of 1832 and chartist movement, Act of 1867 A.D., American civil war, with reference to Abraham Lincoln and the abolition of slavery, napoleon III. Unification of Germany and Italy.

इंग्लैंड में उदारवाद, सन 1832 ई का अचधतनयम, चाटभततस्त आंदोलन 1867 ई का अचधतनयम, अमेरिका का ग्रह्युध, अब्रादहम लिनकन एवं दास प्रथा के उन्मूलन के संदभभमें, नेपोसियन III रूस और इटली का एकीकरण

Suggested Books :- सी.डी. हैरिन – यूरोप का इततहास

- ग्रांट एवम ट्रेपि – यूरोप का इततहास
- दीनानाथ वमाभ – यूरोप का इततहास
- भटनागर एवम गुप्त – अवाभचीन यूरोप का इततहास
- डॉ. ववमि चंद्र पांडेय - यूरोप का इततहास
- डॉ. म्नाजिर अहमद – यूरोप का इततहास
- बािकृष्ण पंडाबी – फ्रांस की क्रांतत
- डॉ. भगवान ससंह वमाभ – ववश्च इततहास
- मथुरािाि शमाभ – यूरोप का इततहास भाग 1- 2
- पाथभ सारथी एवम गुप्ता – यूरोप का इततहास
- देवेन्द्र ससह चौहान – यूरोप का इततहास
- सी,डीएम के तजल्ब – आधुनिक यूरोप
- बी.एन मेहता – यूरोप का इततहास

INTRODUCTION TO ECONOMICS (4 credit)

Unit 1 Micro Economics

What is economy?, Scarcity of economy, Economic problem, Positive and normative economics, Difference between micro and macro economics, Central problems of economy:- What to produce, How to produce and For whom to produce, Opportunity cost, PPF.

अर्थव्यवस्था क्या है?, अर्थव्यवस्था की कमी, आर्थिक समस्या, सकारात्मक और मानक अर्थशास्त्र, सूक्ष्म और मैक्रो अर्थशास्त्र के बीच अंतर, अर्थव्यवस्था की केंद्रीय समस्याएं: - क्या उत्पादन करें, कैसे उत्पादन करें और किसके लिए उत्पादन करें, अवसर लागत, पीपीएफ।

Unit 2 Circular Flow

Circular flow of income, Type of circular flow, Components of circular flow
आय का वृत्ताकार प्रवाह, वृत्ताकार प्रवाह का प्रकार, वृत्ताकार प्रवाह के घटक

Unit 3 Government budget and the economy

Meaning of Government budget, Objectives, components of Government budget, budget receipts, revenue receipts, capital receipts, budget expenditure measures of government deficit.

सरकारी बजट का अर्थ, उद्देश्य, सरकारी बजट के घटक, बजट प्राप्तियां, राजस्व प्राप्तियां, पूंजीगत प्राप्तियां, सरकारी घाटे के बजट व्यय उपाय।

Unit 4 Banking and Money

Introduction, Barter systems, Definition of money, Supply of money, Commercial bank, Function of commercial bank, Central bank, Function of Central bank, Difference between central and commercial bank.

परिचय, वस्तु विनिमय प्रणाली, धन की परिभाषा, धन की आपूर्ति, वाणिज्यिक बैंक, वाणिज्यिक बैंक के कार्य, केंद्रीय बैंक, केंद्रीय बैंक के कार्य, केंद्रीय और वाणिज्यिक बैंक के बीच अंतर।

Unit 5 Challenges of Economic Development

Aspects of developing country, Four elements in development, Vicious to virtuous cycle, Strategies of economic development

विकासशील देश के पहलू, विकास में चार तत्व, पुण्य चक्र के लिए दुष्चक्र, आर्थिक विकास की रणनीतियाँ

हिन्दी भाषा (4 credit)

इकाई-1

मैथिलीशरण गुप्त - मातृभूमि

मैथिलीशरण गुप्त परिचय : पाठ - (कवता) मातृभूमि : मूलपाठ, वस्तुनिष्ठ प्रश्न

मुंशी प्रेमचंद - शतरंज के खिलाड़ी

मुंशी प्रेमचंदजीवन परिचय ; साहित्यिक परिचय, शतरंज के खिलाड़ी मूल पाठ -(कहानी), कथासार, पात्र एवं चरित्र -चित्रण, महत्वपूर्ण अंशों की सप्रसंग व्याख्या, वस्तुनिष्ठ प्रश्न

शरद जोशी -जीप पर सवार इल्लियां

शरद जोशी परिचय ; जीप पर सवार इल्लियां- मूल पाठ, पाठ परिचय , वस्तुनिष्ठ प्रश्न

इकाई-2

आचार्य रामचन्द्र शुक्ल (निबंध) उत्साह :

आचार्य रामचन्द्र शुक्ल :जीवन परिचय , शिक्षा, कार्यक्षेत्र, रचनाएँ, अनुवाद, समीक्षाएँ, हिन्दी साहित्य का इतिहास, समीक्षक, मानदंड निर्धारण, महत्वपूर्ण विशेषता, साधारणीकरण, भावयोग, सर्वांगीण वचन, समीक्षा दृष्टि की संभावनाएँ, साहित्यिक इतिहास लेखक, निबंधकार, मृत्यु, उत्साहमूल पाठ -, सारांश एवं व्याख्या, वस्तुनिष्ठ प्रश्न

रामधारी सिंह 'दिनकर'

रामधारी सिंह 'दिनकर'परिचय : , राष्ट्रीय सांस्कृतिक कवता और दिनकर, रामधारी सिंह दिनकर का कृतित्व, दिनकर कवता की वैचारिक भूमि, भारत एक है निबंध ;, वस्तुनिष्ठ प्रश्न

आदिशंकराचार्य

आदिशंकराचार्य जीवन : परिचय, शिक्षा, रचनाएँ एवं व्यक्तित्व, हिन्दू धर्म की पुनः स्थापना, मोक्ष और ज्ञान, बुद्धि, भाव और कर्म का संतुलन, व्यावहारिक सत्य, जगतगुरु, शंकराचार्य का दर्शन, जगत का कारण ईश्वर -, शंकराचार्य द्वारा स्थापित मठ, वद्या के प्रकार, सत्तायें, उपनिषद् कथन, जीव और ईश्वर में भेद, अज्ञानता तथा मुक्ति, ज्ञान प्राप्ति के गुण।

इकाई-3

हिन्दी व्याकरण

पर्यायवाची शब्द, वल्लोम शब्द, वाक्यांश के लिए एक शब्द, संधि स्वर संधि -, व्यंजन संधि, वस्तुनिष्ठ प्रश्न

SEMESTER III

PSYCHOLOGY OF INDIVIDUAL DIFFERENCES (4 credit)

1. Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive, Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.
2. Intelligence: Concept and types of intelligence, Theories of Intelligence, Psychometric and cognitive approaches to intelligence, Gardner's multiple intelligences; Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence, Assessment of Intelligence
3. Emotions: Meaning and definition, Classification of emotions- primary and secondary, Responses to emotions- physiological, behavioural, psychological and cognitive, Theories of emotions-physiological, neurological, cognitive, Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.
4. Thinking & Reasoning: Introduction to Thinking and Problem-Solving Process, Elements of Thinking and Types of Thinking, Creative and critical thinking: Meaning and types, Concept Formation: Meaning, importance and process of concept formation, Problem Solving: Meaning, importance, steps, and obstacles, Reasoning and decision making
5. Indian approach: Self and identity in Indian thought, enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement; Fostering creativity.

Readings:

Carr, A. (2011): Positive psychology. Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts.

Pearson. Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). Bridging learning: Unlocking cognitive potential in and out of the classroom.

Corwin. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Practical Work (2 credit)

Course Learning Outcome:

Experiments: (Any One)

- Judging emotion by Photograph
- Making one's emotional pie chart or list of daily emotions, along with the context in which the emotions occur for a week or ten days.

Practical: (Any Four)

- **Introvert-Extrovert Test**
- **Verbal Intelligence Test**
- **Gardner Multiple Intelligence Test**
- **Emotional Intelligence Test**
- **Emotional Maturity Test**
- **Creativity Test**
- **Self -Concept Inventory**
- **Self-Esteem Test**
- **Self-Efficacy Test**
- **Eysenck's Personality Test/EMP Test**

COMPARATIVE POLITICS(GOVERNMENTAND CONSTITUTION) (3 credit)

Unit -1-

Introduction to Comparative Politics , Traditional and Modern Approaches to Comparative Politics:

Unit -2 -

Historical, Legal, Phylosophical, Behavioural, Approaches; Structural Functional Analysis and System Analysis; Constitutionalism.

Unit -3-

Historical legacy and Political Traditions

Unit -4-

Constitutional Structure: Executive ,Legislatureand Judiciary

Unit -5

Political Culture ,Party System.

Readings

- 1 New Comperative Governments by J.C. Jorhi, 2006 , Lotus Press.
- 2 Great Institutions and and their working style in Governments by Nagappa Gowda, 2020, Prowess Publishing.
- 3 Cases in Government and politics by John McCormick, 2019, Bloomsbury publication.
- 4 World Constitutions : A Comparative Study by Vishnoo Bhagwan, Sterling Publishers.

Medieval history (1200-1739A.D) (3 credit)

मध्यकािीन भारत) 1200ई-1739ई(

UNIT-1:-Sources of medieval indian history, foundation and consolidation of the delhi sultanate- Qutubuddin aibak and iltutmish, razia and balban, the khilji revolution, alauddin khilji, his conquests and reforms. The mongol invasion.

मध्यकािीन भारतीय इततहास के स्रोत। ददल्िी सलतनत की स्थापना एवम सुद्रुदीकरण -कुतुबुद्दीन ऐबक, इल्तुतसमश, रजिया सल्तान, बल्बन, खखििी क्रांतत, अिाउददीन खखििी की वविय एवम सुधारा। मंगोि आक्रमण

UNIT-2:-Mohammad bin Tughluq, Firozshah tughlaq, decline of Delhi sultanate vijayanagar and bahamani kingdoms. Timurs invasion and its impact. Lodhi dynasty, invasion of the Mughals, Babur, Humayun and Sher Shah Suri. Role of Rana Kumbha and Rana Sanga in Indian History.

मोहोम्मद बबन तुगिक और फिरोिशह तुगिका ददल्िी सलतनत का पतन, ववियनगर एवम बहमनी साम्राज्य। तैमूर आक्रमण और उसका प्रभाव, िोधी वंश मगुि आक्रमण -बाबर, हमायूँ और शेरशाह सूरी, भारतीय इततहास मेराणा कुम्भा और राणा सांगा की भूसमका

UNIT-3:-Akbar – consolidation and territorial expansion of the Mughal empire, his religious and Rajput policy. Jahagir Shahjahan, Mughal-Sikh relations. Rise of marathas, shivaji-his conquests and administration. Aaurangzeb and the decline of the Mughal empire, nadirshah's invasion and its impact.

अकबर -मुगि साम्राज्य सदुदीकरण एवम व्ववस्तार – उसकी धासमभक एवम ािपूत नीतत। िहााँगीर और शाहिहां, मुगि -ससख संबन्धा मराठों का उत्कषभ, सशवािी की वविय एवम उनका प्रशासन। औरंगिब और मुगि साम्राज्य का पतन, नाददरशाह का आक्रमण एवम उसके प्रभाव।

UNIT-4:- Sufi movements, The sant tradition in India during sultanate period- agriculture, industry, trade, economic and administrative system.

सलतनत कािीन सामाजिक व धासमभक िीवन – भक्ती एवम सूफी आंदोिन। भारत मेसंत परम्परा। सलतनत कािी – कृष, उधोग, व्यापार, आचथभक और प्रशासनक व्यवस्था। UNIT-5:- Mughal administration, mansabdari sytem, social and religious life, status of women, economic life, agriculture, trade, commerce and architecture during Mughal period role of rani durgawati, jijabai and chandbibi in history.

मुगि प्रशासन, मनसबदारी व्यवस्था, सामाजिक एवम धसमभक िीवन, जखयो की जस्तचथ, मुगि कािी में आचथभक िीवन, कृष, व्यापार, वाखणज्य एवम स्थापत्य किा, इततहास में रानी दगु ाभवती, िीिाबाई एवम चााँदबीबी की भुसमका।

Suggested Books: डॉ .आसशवाभदी िािी श्रीवास्तव – सलतनतकािीन भारत

- डॉ .आसशवाभदी िािी श्रीवास्तव – मध्यकािीन भारत का इततहास
- इब्ने हसन मुगि – मुगि साम्राज्य का ढाँचा
- डॉ .फकशोरी शरण िािी – खखििी वंश
- डॉ .ऐ .वी .पांडे – मध्य कािीन भारत का इततहास
- डॉ.एि पी शमाभ – मुगिकािीन भारत
- डॉ .राधेशरण – मध्य कािीन भारतीय समािी एवम संस्कृतत
- आर.पी.बत्रपादठ – मुगि साम्राज्य का उत्थान और पतन
- डॉ .सतीश चंद्र – मध्यकािीन भारत में इततहास िेखन, धमभ और राज्य का स्वरूप
- डॉ .राधेशरण – मध्यकािीन भारत का इततहास
- हररश्चंद्र वमाभ – मध्यकीन भारत भाग – 1 एवम 2
- सर िादनु ाथ सरकार – मराठों का इततहास

AECC-3-Environmental Education (4 credit)

Unit 1- What is an ecosystem? Structure and function of ecosystem; Case studies of- Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 2- Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 3- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution. Nuclear hazards and human health risks. Solid waste management: Control measures of urban and industrial waste. Pollution case studies.

Unit 4- Sustainability and sustainable development. Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit 5- Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

Field Work: *Any one*

Visit an area to document environmental assets: river/ forest/ flora/fauna, etc.

Visit a local polluted site-Urban/Rural/Industrial/Agricultural.

Study of simple ecosystems-pond, river, etc.

Readings:

- Gadgil, M. & Ramachandra, G. 1993. *This fissured land: an ecological history of India*. Univ of California Press.
- Bharucha, E. 2003, *Textbook for Environmental Studies*, University Grants Commission, New Delhi and Bharati Vidyapeeth Institute of Environmental Education and Research, Pune. 361.
- Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
- Grumbine, R. Edward, and Pandit, M.K. Threats from India's Himalaya dams. *Science* 339.6115 (2013): 36-37.
- McCully, P. 1996. *Silenced rivers: the ecology and politics of large dams*. Zed Books.
- McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
- Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
- Robbins, P. 2012. *Political ecology: A critical introduction*. John Wiley & Sons.
- Rosencranz, A., Divan, S. & Noble, M.L.. *Environmental law and policy in India*. 2001.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
- Singh, J.S., Singh, S.P. and Gupta, S.R. 2006. *Ecology, Environment and Resource Ecology, Environment and Resource Conservation*. Anamaya Publishers.