

**Curriculum Book
and
Assessment and Evaluation Scheme Based
on**

Outcome Based Education (OBE)

in

Bachelor of Sociology

4 Year Degree Program

Revised as on 1st August 2023

Applicable *w.e.f.* Academic Session 2023-24



AKS University

Satna 485001, Madhya Pradesh, India

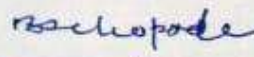
Faculty of Social Science and Humanities

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 HOD
 Department of Arts
 DEPARTMENT OF ARTS
 AKS UNIVERSITY, SATNA (M.P.)


 DEAN
 Faculty of Social Science and
 Faculty of Social Science & Humanities
 AKS University, Satna (M.P.)


 Vice Chancellor
Professor B.A. Chopade
 Vice-Chancellor
 AKS University
 Satna, 485001 (M.P.)

Forwarding

I am delighted to observe the updated curriculum of the Department of Arts for BA Program, which seamlessly integrates the most recent trends and corporate affairs in the field of Sociology and adheres to the guidelines set forth by AICTE and UGC. The revised curriculum also thoughtfully incorporates the directives of NEP-2020.

The alignment of course outcomes (COs), Programme Outcome (POs) and Programme specific outcomes (PSOs) has been intricately executed, aligning perfectly with the requisites of NEP-2020 and NAAC standards. I hold the belief that this revised syllabus will significantly enhance the skills and employability of our students.

With immense satisfaction, I hereby present the revised curriculum for the BA program for implementation in the upcoming session.

01 August 2023

ER. Anant Soni
Pro Chancellor & Chairman
AKS University, Satna

From the Desk of the Vice-Chancellor

Dear Students, Faculty, and Esteemed Members of Our Academic Community, It is with immense pride and excitement that I welcome you to our Bachelor of Arts in Sociology program at AKSUniversity, Satna. This program stands as a testament to our unwavering commitment to academic excellence, social justice, and community engagement. Sociology, as a discipline, offers profound insights into the complexities of human society, the intricacies of social relationships, and the structures that govern our world. Our program is meticulously designed to provide you with a comprehensive understanding of these elements, fostering critical thinking and analytical skills that are essential for addressing the multifaceted challenges of our times.



Our esteemed faculty members are not only accomplished scholars and researchers but also dedicated mentors who are passionate about guiding you through your academic journey. They bring a wealth of knowledge and diverse perspectives that will enrich your learning experience, encouraging you to question, explore, and innovate. Through rigorous coursework, hands-on research opportunities, and community engagement initiatives, you will gain the tools and expertise needed to analyze social phenomena, develop evidence-based solutions, and advocate for positive social change.

At AKSUniversity, Satna, we believe in the transformative power of education. Our Sociology program is not just about acquiring knowledge; it is about empowering you to become proactive agents of change in your communities and beyond. Whether you aspire to work in social research, community development, policy analysis, education, or any other field, the skills and insights you gain here will be invaluable. We are committed to providing a supportive and stimulating environment that nurtures your intellectual growth, ethical awareness, and cultural competence.

As Vice-Chancellor, I am deeply committed to ensuring that your time here is both enriching and fulfilling. I encourage you to take full advantage of the resources and opportunities available to you, to engage actively with your peers and faculty, and to contribute to our vibrant academic community. Together, we can work towards a more just, equitable, and understanding society. I look forward to witnessing the remarkable achievements you will undoubtedly accomplish during your time in our Sociology program and beyond.

Sincerely,

01August2023

*Professor B.A. Chopade
Vice-Chancellor
AKSUniversity, Satna*

Preface

Welcome to the Bachelor of Arts in Sociology program at AKSUniversity, Satna. This program embodies our steadfast commitment to academic excellence, social inquiry, and the pursuit of knowledge aimed at understanding and improving society. Sociology, as a field, delves into the complexities of human interactions, social structures, and cultural dynamics, offering profound insights into the fabric of our communities and the broader world. Our curriculum is designed to provide you with a deep and nuanced understanding of these elements, equipping you with the analytical and critical thinking skills necessary to navigate and address contemporary social issues.

The BA in Sociology program at AKSUniversity, Satna is distinguished by its comprehensive approach, combining theoretical frameworks with empirical research and practical applications. Our esteemed faculty members are dedicated to fostering an environment of intellectual curiosity and scholarly rigor, guiding you through the diverse landscapes of sociological thought and practice. Through a blend of classroom instruction, research projects, internships, and community engagement, you will develop a robust set of skills that are highly valued in various professional contexts, including social research, policy analysis, community development, education, and beyond.

In this program, you will be encouraged to critically examine social phenomena, question established norms, and explore the underlying causes and consequences of social behavior and structures. You will engage with a wide range of topics, from the intricacies of family dynamics to the complexities of global social movements, from the challenges of urbanization to the implications of social inequality. Our goal is to empower you to not only understand the world around you but also to actively contribute to its betterment through informed and compassionate action.

As you embark on this academic journey, you will become part of a vibrant and supportive community of scholars, peers, and mentors. We are committed to providing you with a rich educational experience that promotes personal growth, ethical responsibility, and lifelong learning. We invite you to immerse yourself in the study of sociology with an open mind and a passionate heart, ready to explore, challenge, and transform the social landscapes you encounter.

We are excited to accompany you on this journey and look forward to the unique perspectives and contributions you will bring to our program and to the field of sociology. Welcome to AKSUniversity, Satna, and welcome to the transformative world of sociological inquiry.

Sincerely,

Professor (Dr.) Harshwardhan Shrivastava
Dean, Faculty of Social Science and Humanities
AKSUniversity, Satna

Introduction:

The Faculty of Social Science and Humanities offers various courses for students to impart the key concepts of Sociology and its applications in an organization. The basic courses of Sociology like BA Sociology, Our courses emphasize on the combination of Sociology subjects and skill courses which lead to the holistic development of the students.

VISION: The BA Sociology program aspires to be a leading academic and research institution, dedicated to fostering a deep understanding of social dynamics, inequalities, and cultural diversity. Our vision is to empower students with critical thinking skills, sociological insights, and a commitment to social justice, enabling them to become informed global citizens and effective change agents. Through rigorous curriculum, innovative research, and active community engagement, we aim to contribute to the development of a more equitable and inclusive society.

MISSION

M 1: The Faculty of Social Science and Humanities Studies provides programs Promoting a culture of research and inquiry, encouraging students to engage in empirical studies that contribute to the sociological body of knowledge.

M2: Our aim is to provide and maintain an emphasis on the continuous improvement of programs and services.

M 3: We believe in nurturing the young minds of students by effective training in the concerned subject and guiding them to lay the strong foundation for a successful career.

Program Educational Objectives (PEOs):

PEO1: To cultivate strong written and oral communication skills, enabling students to effectively convey sociological concepts and research findings to diverse audiences.

PEO2: To instill a commitment to social justice, ethical conduct, and civic responsibility, preparing students to contribute positively to society.

PEO3: To promote a commitment to lifelong learning and professional development in sociology and related fields.

PEO 4: To prepare students for diverse career paths in academia, public service, private sector, non-profit organizations, and for advanced studies in sociology and related disciplines.

Program Outcomes (POs):

PO 1: The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough - Students acquire knowledge in the fields of social sciences, literature, and humanities, making them sensitive and sensible enough to understand and address social issues.

- PO 2:**The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice - The program empowers graduates to appear for various competitive examinations or choose postgraduate programs of their choice.
- PO 3:** The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity. The BA program enables students to acquire knowledge embedded with human values, forming a foundation to deal with various problems in life with courage and humanity.
- PO 4:**The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever - Be ignited to think critically and act proactively to devise solutions for various human life issues, contributing to a better world.
- PO 5:** Programme provides the base to be the responsible citizen - Develop the foundation to become responsible citizens, actively participating in societal improvement.
- PO 6: Environment and sustainability-** Understand and apply principles of environmental conservation and sustainability in personal and professional contexts.
- PO 7: Ethics** - Apply ethical principles in conducting research and engaging with communities, demonstrating a commitment to integrity and social responsibility.
- PO 8: Individual and team work** - Demonstrate the ability to work effectively both independently and as part of a team.
- PO 9: Communication** - Communicate ideas, findings, and arguments clearly and effectively in both written and oral forms.
- PO 10: Project management and finance** - Acquire skills in project management and an understanding of financial principles relevant to sociological practice.
- PO 11:Life-long learning** - Embrace lifelong learning, continuously seeking personal and professional development.

Program Specific Outcomes (PSOs):

- PSOs 1: Students will be able to develop the sociological knowledge and skills** - Students will be able to develop comprehensive sociological knowledge and practical skills, enabling them to analyze and understand social structures and processes effectively.
- PSOs2:Students will be able to think critically about society and social issues** - Students will be able to think critically about society and various social issues, applying sociological theories and methods to assess and address complex social problems.
- PSOs3: To provide the students to understand various culture religion and society in present context** - Students will gain an in-depth understanding of various cultures, religions, and societal contexts in the present day, fostering an appreciation for diversity and multiculturalism

Consistency/Mappings of PEOs with Mission of the Department

PEO	M1	M2	M3
PEO 1	H	M	H
PEO 2	H	H	M
PEO 3	H	M	M
PEO 4	M	H	H

Correlation Indices: H=High, M=Medium, L=Low, N=Nil

General Course Structure & Theme

1. Definition of Credit

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
2 Hours Practical (P) per week	1 Credit

2. Range of Credits:

In the light of the fact that a typical Model Four-year Graduate degree program in Sociology has about 160 credits, the total number of credits proposed for the Four-year master of Sociology is kept as 160 considering NEP-20 and NAAC guidelines.

3. Structure of UG Program in Bachelor of Sociology:

The structure of UG Program in Bachelor of Sociology shall have essentially the following categories of courses with the break up of credits as given:

Components of the Curriculum (Program curriculum grouping based on course components)

Sr. No	Course Component	% of total number of credits of the Program	Total number of Credits
1	Sociology Core Course (MCC)	30	48
2	Social Science Minor (SSM)	20	32
3	Open Elective (GE)	10	16
3	Ability Enhancement Course (AEC)	1.25	02
4	Skill Enhancement Course (SEC)	7.5	12
5	Sustainable Development Goals(SDG)	1.25	02
6	Indian Knowledge Systems(IKS)	1.25	02
7	Environmental Studies(EVS)	1.25	02
8	History electives course (HEC)	10	16
13	Projects (PJT)	17.50	28
TOTAL		100%	160

GENERAL COURSE STRUCTURE AND CREDIT DISTRIBUTION
Curriculum of Bachelor of Sociology

SEMESTER-I		SEMESTER-II	
Course Title	Credit	Course Title	Credit
Major Subject		Major Subject	
Indian Society and Culture	6:0:0=6	Basic Concepts of Sociology	6:0:0=6
Minor Subject (Choose anyone)		Minor Subject (Choose anyone)	
Data Processing Software	6:0:0=6	Programming in C Language	6:0:0=6
Data Processing Software -Practical	6:0:0=6	Programming in C Language -Practical	6:0:0=6
Indian Economy	6:0:0=6	Micro Economics	6:0:0=6
Study of Poetry	6:0:0=6	Study of Drama	6:0:0=6
Applied Poetry	6:0:0=6	Study of Drama	6:0:0=6
History of Ancient India (From Early to 1205 AD)	6:0:0=6	Idea of Bharat	6:0:0=6
Indian Constitution	6:0:0=6	Political Theory	6:0:0=6
Choose anyone (Generic Elective)		Choose anyone (Generic Elective)	
Indian Constitution	4:0:0=4	Political Theory	4:0:0=4
History of Ancient India (From Early to 1205 AD)	4:0:0=4	Idea of Bharat	4:0:0=4
Study of Poetry	4:0:0=4	Study of Drama	4:0:0=4
Applied Poetry	4:0:0=4	Study of Drama	4:0:0=4
NSS/UCC/NCC Awareness-I	4:0:0=4	NSS /UCC/NCC Training	4:0:0=4
Ability Enhancement		Ability Enhancement	
Sustainable Development Goal	2:0:0=2	Indian Knowledge System (IKS)	2:0:0=2
Communication Skill	2:0:0=2	Environmental Study	2:0:0=2
TOTAL CREDIT		TOTAL CREDIT	
20		20	

SEMESTER-III		SEMESTER-IV	
Course Title	Credit	Course Title	Credit
Major Subject		Major Subject	
Basic Concepts of Social Research	6:0:0=6	Social Change and Development	6:0:0=6
Minor Subject (Choose anyone)		Minor Subject (Choose anyone)	
DBMS	6:0:0=6	ASP. NET	6:0:0=6
DBMS -Practical	6:0:0=6	ASP. NET -Practical	6:0:0=6
Macro Economics	6:0:0=6	Money, Banking and Public Finance	6:0:0=6
Study of Prose	6:0:0=6	Study of Prose	6:0:0=6
Study of Prose	6:0:0=6	Study of Fiction	6:0:0=6
History of Medieval India (From 1206 – 1739 AD)	6:0:0=6	History of Modern India (from 1740 -1947 Ad)	6:0:0=6
Western Political Thoughts	6:0:0=6	Indian Political Thinkers	6:0:0=6
Choose any one (Generic Elective)		Choose any one (Generic Elective)	
Western Political Thoughts	4:0:0=4	Indian Political Thinkers	4:0:0=4
History of Medieval India (From 1206 – 1739 AD)	4:0:0=4	History of Modern India (from 1740 -1947 Ad)	4:0:0=4
Study of Prose	4:0:0=4	Study of Fiction	4:0:0=4
Study of Prose	4:0:0=4	Study of Fiction	4:0:0=4
Ability Enhancement		Ability Enhancement	
Digital Marketing	2:0:0=2	Web Designing	2:0:0=2
Digital Marketing -Practical	2:0:0=2	Web Designing -Practical	2:0:0=2
Salesmanship	2:0:0=2	Retail Management	2:0:0=2
Salesmanship -Practical	2:0:0=2	Retail Management -Practical	2:0:0=2
Dairy Management	2:0:0=2	Accounting and Tally	2:0:0=2
Dairy Management -Practical	2:0:0=2	Accounting and Tally -Practical	2:0:0=2
TOTAL CREDIT	20	TOTAL CREDIT	20

SEMESTER-V	
Course Title	Credit
Major Subject	
Crime and Society	6:0:0=6
DSE-1-T	
Foundation of Sociological Thought	4:0:0=4
Gender and Society	4:0:0=4
Skill Enhancement Course -1-T	
Business Communication	4:0:0=4
Field	
Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	20

SEMESTER-VI	
Course Title	Credit
Major Subject	
Major Sociological Thinkers	6:0:0=6
DSE-1-T	
Social Demography	4:0:0=4
Industrial Sociology	4:0:0=4
DSE-2-T	
Sociology of Media	4:0:0=4
Sociology of Indian Tribes	4:0:0=4
Field	
Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	20

SEMESTER-VII	
Course Title	Credit
Major Subject	
Indian Sociological Thought	6:0:0=6
Minor Subject	
Sociological Research Methods	4:0:0=4
DSE-1-T	
Political Sociology	4:0:0=4
Field	
Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	20

SEMESTER-VIII	
Course Title	Credit
Major Subject	
Intersectionality and Social Stratification	6:0:0=6
DSE-1-T	
Environmental Sociology	4:0:0=4
Field	
Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	20

CATEGORY - WISE COURSES
BA Sociology Core Course

1. Number of Sociology Core Course :08,Credits:34

Sr.No	Code No	Subject	Semester	Credits
1	01S0101	Indian Society and Culture	I	6
2	01S0201	Basic Concepts of Sociology	I	4
3	01S0301	Basic Concepts of Social Research	I	4
4	01S0401	Social Change and Development	II	6
5	01S0501	Crime and Society	V	6
6	01S0601	Major Sociological Thinkers	VII	6
7	01S0701	Indian Sociological Thought	VI	4
8	01S0801	Intersectional and Social Stratification	VIII	4
TotalCredits				36

SOCIOLOGY ENTELECTIVE COURSE

A student would be free to choose any two papers from one group. The course offers three groups viz.

(DSE-I) (DSE –II)(DSE-III)

2. Number of Sociology Elective Course :04, Credits:16

Sr.No.	Code No.	Subjet	Semester	Credits
1	05SO501	Foundation of Sociological Thought	V	4:0:0=4
2	05SO502	Gender and Society	V	4:0:0=4
3	05SO601	Social Demography	VI	4:0:0=4
4	05SO602	Industrial Sociology	VI	4:0:0=4
5	05SO603	Sociology of Media	VI	4:0:0=4
6	05SO604	Sociology of Indian Tribes	VI	4:0:0=4
7	05SO701	Political Sociology	VII	4:0:0=4
8	02SO701	Sociological Research Methods	VII	4:0:0=4
9	05SO702	Social Psychology	VII	4:0:0=4
10	02SO801	Environmental Sociology	VIII	4:0:0=4
11	02SO802	Economics Sociology	VIII	4:0:0=4
TotalCredit				16

MAJOR PROJECT/INTERNSHIP/RESEARCH PAPER/SURVEY GROUP (PJT)

13. Number of Project/Internship/Survey/Research:04,Credits:28

Sr.No	Code No	Subject	Semester	Credits
1	06SO551	Internship	V	6
2	06SO551	Field Project	VI	6
3	06SO851	Minor Research Project	VII	6
4	06SO851	Major Research Project	VIII	10
Total Credits				28

INDUCTION PROGRAM

Induction program for students to be offered right at the start of the first year. It is Mandatory. AKS

University has designed an induction program for 1st year student, details are below:

1. Physical activity
2. Creative Arts
3. Universal Human Values
4. Lectures by Eminent speakers
5. Visits to local Areas
6. Familiarization to Dept./Branch & Innovations

EVALUATIONS SCHEME

1. For Theory Courses:

- The weight age of Internal assessment is 50% and;
- End Semester Exams 50% the student has to obtain at least 40% marks individually both in internal assessment and end semester Exams to pass.

2. For Summer Internship/Projects/Seminar etc.: Evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

Semester	L	T	P	Total Hour	No of Hours Per Sem.	Total Credit
Semester- I	20	0	0	20	20 x 15= 300	20
Semester- II	20	0	0	20	20 x 15= 300	20
Semester- III	20	0	0	20	20 x 15= 300	20
Semester- IV	20	0	0	20	20 x 15= 300	20
Semester- V	20	0	0	20	20 x 15= 300	20
Semester- VI	20	0	0	20	20 x 15= 300	20
Semester- VII	20	0	0	20	20 x 15= 300	20
Semester- VIII	20	0	0	20	20 x 15= 300	20
Total	160	0	0	160	2,400	160

DETAILS OF SEMESTER WISE COURSE STRUCTURE

SEMESTER – I

Sr.	Subject Code	Group	Subject	L (In Hr)	T (In Hr)	P (In Hr)	Total Credit
1	0SDG01	Foundation	Sustainable Development Goal	2			2
2	0SSD02	Foundation	Communication Skill	2			2
Major Group (Sociology) Only for BA-H							
3	01SO101	Major-1-T	Indian Society and Culture	6			6
Minor Subjects- Choose any one				6			6
4	02CA101	Minor – 1 - T	Data Processing Software				
	02CA101-L	Minor -1-P	Data Processing Software -Practical			4	2
	02EC101	Minor- Economics	Indian Economy				
	02EN101	Minor – English Literature	Study of Poetry				
	02EN101-L	Minor -1-P	Applied Poetry			4	2
	02PO101	Minor - Political Sc	Indian Constitution				
5	Choose Any one (Open Elective)			4			4
	03PO101	OE- Political Sc	Indian Constitution				
	03HI101	OE- History	History of Ancient India (From Early to 1205 AD)				
	03EN101	OE- English Literature	Study of Poetry				
	03EN101-L	OE- English Literature -1- P	Applied Poetry			4	2
	03NC103	OE- NCC	NSS/UCC/NCC Awareness-I				
Total Credits				20			20

0= Foundation Course, 1= Major Subjects, 1=Minor Subjects, 1=Open Elective Subjects,

SEMESTER – II

Sr.	Subject Code	Group	Subject	L (I n H r)	T (I n H r)	P (I n H r)	Total Credit
1	0IKS04	Foundation	Indian Knowledge System (IKS)	2			2
2	0EVS03	Foundation	Environmental Study	2			2
Major Group (Sociology) Only for BA-H							
3	0ISO201	Major-1-T	Basic Concepts of Sociology	6			6
Minor Subjects- Choose any one				6			6
4	02CA201	Minor – 1 - T	Programming in C Language				
	02CA251-L	Minor -1-P	Programming in C Language -Practical			4	2
	02EC201	Minor- Economics	Micro Economics				
	02EN201	Minor – English Literature	Study of Drama				
	02EN201-L	Minor -1-P	Study of Drama			4	2
	02HI201	Minor - History	Idea of Bharat				
	02PO201	Minor - Political Sc	Political Theory				
5	Choose Any one (Open Elective)			4			4
	03PO201	OE- Political Sc	Political Theory				
	03SO201	OE- History	Idea of Bharat				
	03EN201	OE- English Literature	Study of Drama				
	03EN201-L	OE- English Literature -1- P	Study of Drama			4	2
	03NC203	OE- NCC	NSS /UCC/NCC Training				
			Total Credits	20			20

0= Foundation Course, 1= Major Subjects, 1=Minor Subjects, 1=Open Elective Subjects,

SEMESTER – III

Sr.	Subject Code	Group	Subject	L (I n H r)	T (I n H r)	P (I n H r)	Total Credit
1	0SE301	T	Digital Marketing	2			2
2	0SE301-P	P	Digital Marketing -Practical			4	2
	0MM301	T	Salesmanship	2			
	0MM301-P	P	Salesmanship -Practical			4	2
	0DM301	T	Dairy Management	2			
	0DM301-P	P	Dairy Management -Practical			4	2
Major Group (Sociology) Only for BA-H							
3	01SO301	Major-1-T	Basic Concepts of Social Research	6			6
Minor Subjects- Choose any one				6			6
4	02CA301	Minor – 1 - T	DBMS				
	02CA301-L	Minor -1-P	DBMS -Practical			4	2
	02EC302	Minor- Economics	Macro Economics				
	02EN302	Minor – English Literature	Study of Prose				
	02EN302-L	Minor -1-P	Study of Prose			4	2
	02HI301	Minor - History	History of Medieval India (From 1206 – 1739 AD)				
	02PO301	Minor - Political Sc	Western Political Thoughts				
5	Choose Any one (Open Elective)			4			4
	03PO301	OE- Political Sc	Western Political Thoughts				
	03HI301	OE- Sociology	History of Medieval India (From 1206 – 1739 AD)				
	03EN301	OE- English Literature	Study of Prose				
	03EN301-L	OE- English Literature -1- P	Study of Prose			4	2
Total Credits				20			20

0= Skill Enhancement Course, 1= Major Subjects, 1=Minor Sub

SEMESTER – IV

Sr.	Subject Code	Group	Subject	L (In Hr)	T (In Hr)	P (In Hr)	Total Credit
Vocational Course – Choose any one				4			4
1	0WD401	T	Web Designing	2			
	0WD401-L	P	Web Designing -Practical			4	2
	0RM402	T	Retail Management	2			
	0RM402-L	P	Retail Management -Practical			4	2
	0AC403	T	Accounting and Tally	2			
	0AC403-L	P	Accounting and Tally -Practical			4	2
Major Subjects- (Compulsory)							
Major Group A (Sociology) Only for BA-Computer							
2	01SO401	Major-1-T	Sociology Change and Development				6
Minor Subjects- Choose any one				6			6
3	02CA301	Minor – 1 - T	ASP. NET				
	02CA301-L	Minor -1-P	ASP. NET -Practical			4	2
	02EC402	Minor-Economics	Money, Banking and Public Finance				
	02EN401	Minor – English Literature	Study of Prose				
	02EN401-L	Minor -1-P	Study of Fiction			4	2
	01HI401	Minor - History	History of Modern India (from 1740 -1947 Ad)				
	02PO401	OE- Political Sc	Indian Political Thinkers				
4	Choose Any one (Open Elective)			4			4
	03PO401	OE- Political Sc	Indian Political Thinkers				
	03HI401	OE- History	History of Modern India (from 1740 -1947 Ad)				
	03EN401	OE- English Literature	Study of Fiction				
	03EN401-L	OE- English Literature -1- P	Study of Fiction			4	2
Total Credits				18			20

3= Vocational Course, 1= Major Subjects, 1=Minor Subjects, 2=Open Elective Subjects,

SEMESTER –V

Sr.	Subject Code	Group	Subject	L (In Hr)	T (In Hr)	P (In Hr)	Total Credit
1	0MT002	Skill Enhancement Course - 1-T	Business Communication	4			4
Major Subjects							
2	01S0501	Major-1-T	Crime and Society	6			6
Discipline Specific Elective Subjects-				4			4
3	05SO501	DSE-1-T	Foundation of Sociological Thought				
	05SO502	DSE-1-T	Gender and Society				
4	Field Project/Internship/Apprenticeship			6			6
	06SO551						
				Total Credits	20		20

1= Skill Enhancement Course, 1= Major Subjects, 2=DSE Subjects, 1= Field Project/Internship/Apprenticeship,

SEMESTER –VI

Sr.	Subject Code	Group	Subject	L (In Hr)	T (In Hr)	P (In Hr)	Total Credit
Major Subjects							
1	01SO601	Major-1-T	Major Sociological Thinkers	6	-	-	6
Discipline Specific Elective Subjects- 1				4	-	-	4
2	05SO601	DSE-1-T	Social Demography	4			4
	05SO602	DSE-1-T	Industrial Sociology	4			4
Discipline Specific Elective Subjects- 2				4	-	-	4
	05SO503	DSE-2-T	Sociology of Media	4			4
	05SO504	DSE-2-T	Sociology of Indian Tribes	4			4
4	Field Project/Internship/Apprenticeship			6	-	-	6
	06SO651						
			Total Credits	16		04	20

1= Major Subjects, 2=DSE Subjects, 1= Field Project/Internship/Apprenticeship,

SEMESTER – VII

S.N ·	Subject code	Group	Subject	Period			Credit
				L	T	P	
1	01SO701	Core-1	Indian Sociological Thought	4	0	2	6

Discipline Specific Elective Subjects-1

2.	05SO705	DSE -III	Political Sociology	4	0	0	4
3.	05SO702	DSE -III	Social Psychology	4	0	0	4
4	02SO701	Research	Sociological Research Methods	4	0	0	4
5	06SO751	Project		0	0	6	6
				12	0	8	20

SEMESTER – VIII

S.N ·	Subject code	Group	Subject	Period			Credit
				L	T	P	
1.	01SO801	Core-1	Intersectionality and Social Stratification	6	0	0	6
2	02SO801	Minar	Enviromental Sociology	4	0	0	4
3	06SO851	Research Project	Project Report & Viva Voce	0	0	0	0
				10	0	0	10

I

BA SOCIOLOGY

Semester-I

Course Code:	0SDG01
Course Title :	Sustainable Development Goals (SDGs)
Pre-requisite:	Student should have basic knowledge of Environment, Natural resources, Climate change and sustainability
Rationale:	To inculcate the knowledge base on sustainable development with a view to balance our economic, environmental and social needs, allowing prosperity for now and future generations. To train students to undertake major initiatives in the efficient management of natural resources and the prevention of environmental pollution with focus on Sustainable Development. To use environmental management tools that help to improve the quality of environment, to assess local vulnerabilities with respect to climate, natural disasters and to achieve sustainable developmental needs.

Course Outcomes:

0SDG01.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.

0SDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability.

0SDG01.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use.

0SDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution.

0SDG01.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
SDG	0SDG01	Sustainable Development Goals (SDGs)	2	0	1	1	4	2

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, **C:**

Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory:

Code	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment number 3 marks each	Class Test 2 (2 best out of 3) 10 marks each	Seminar one (SA)	Class Activity any one	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
SDG	0SDG01	Sustainable Development Goals (SDGs)	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

0SDG01.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO1.1 Understand about Sustainable Development</p> <p>SO1.2 Understand the Need and Importance of SDGs</p> <p>SO1.3 Understand the historical evolution of SDGs</p> <p>SO1.4 Gain knowledge of SDGs Different goals and their importance</p> <p>SO1.5 Explain the Challenges & strategies of attaining SDGs in countries</p>		<p>Unit-1.0: Introduction to Sustainable Development [6 Hours]</p> <p>1.1 Need and Importance of Sustainable Development</p> <p>1.2 Historical & Policy perspectives of Sustainable Development</p> <p>1.3 Sustainable Development: World and India Perspective</p> <p>1.4 Introduction to 17 SDGs</p> <p>1.5 Specific learning objectives for different SDGs</p> <p>1.6 Challenges & strategies of attaining SDGs in developed and developing nations</p>	<p>1. Different SDG goals details and its importance</p>

SW-1 Suggested Sessional Work (SW):

a.Assignments: Overview of SDGs, Sustainable Consumption and Production, Details of 17 SDGs. **b.Mini**

Project:

c.Other Activities (Specify): Note down the different challenges in our state and district to achieve SDG

0SDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability and measuring. Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO2.1 Explain Sustainable Development</p> <p>SO2.2 Understand the NEP-2020 and SDG</p> <p>SO2.3 Discuss higher Education role to achieve SDGs</p> <p>SO2.4 Explain how education for Sustainable Development</p> <p>SO2.5 Explain the measuring techniques for Sustainability</p>		<p>Unit-2.0: Special focus on SDG 4Quality Education and Lifelong Learning: [6 Hours]</p> <p>2.1Focus of NEP-2020 on SDG</p> <p>2.2Education for Sustainable Development (ESD)</p> <p>2.3Berlin Declaration 2021 on ESD</p> <p>2.4Integration of ESD in curriculum and textbooks</p> <p>2.5Tools, Systems, and Innovation forSustainability</p> <p>2.6Measuring Sustainability: How do we measure sustainability</p>	<p>1. NEP2020 objectives and concept for SDGs</p> <p>2. Concept, Tools and techniques for measuring sustainability</p>

SW-2 Suggested Sessional Work (SW):

- a. Assignments:** Education role to achieve SDGs, The role of education in Sustainable Development, Measuring techniques of sustainability, Sustainability Indicators.
- b. Mini Project:**
- c. Other Activities (Specify):** Seminar and group discussion on ESD and measuring sustainability Millennium Development Goals (MDGs).

OSDG01.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use. Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO3.1 Understand current economic issues in the context of the global sustainable development debate</p> <p>SO3.2 Outline of health, hygiene and water sanitation issues</p> <p>SO3.3 Discuss the renewable energy resources and its importance in present scenario</p> <p>SO3.4 Explain the importance of sustainable production and consumption</p> <p>SO3.5 Explain the problems and solution in rural and urban areas</p>		<p>Unit-3.0: Understanding the SDGs [6 Hours]</p> <p>3.1Circular economy (basic model of reuse, recycle, and reduce)</p> <p>3.2Rural & urban Problems & Challenges</p> <p>3.3Sustainable production and consumption</p> <p>3.4Renewable energy</p> <p>3.5Health & Hygiene, water , sanitation & water management</p> <p>3.6Waste Management</p>	<p>1. Water treatment and management practices</p> <p>2. Nonrenewable energy resources</p>

SW-3 Suggested Sessional Work (SW):

- a. **Assignments:** Eco-friendly energy resources importance, types of waste and its management, Urban Problems & Challenges.
- b. **Mini Project:**
- c. **Other Activities (Specify):** Visit of waste water treatment plant, Visit of water treatment process.

OSDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution.

Approximate Hours	
Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO4.1 Understand environmental sustainability is crucial in reducing the impacts of climate change</p> <p>SO4.2 Discuss causes of emission of GHGs and its consequences</p> <p>SO4.3 Explain how climate change and sustainable development both play a role in shaping the human and environmental factors of the world</p> <p>SO4.4 Explain the importance of sustainable production and consumption</p> <p>SO4.5 Climate change is disrupting national economies and affecting lives and livelihoods, especially for the most vulnerable and its mitigation</p>		<p>Unit-4.0: Climate Change, Energy and Sustainable Development [6 Hours]</p> <p>4.1 The greenhouse effect: Causes and Consequences</p> <p>4.2 Climate Change: A Threat to Sustainable Development</p> <p>4.3 Adaptation to Current and Future Climate Regimes</p> <p>4.4 The consequences: crop failure</p> <p>4.5 Solutions technology and lifestyle changes</p> <p>4.6 Mitigating Climate Change</p>	<p>1. Agreement on Climate Change, Trade, and Sustainability</p> <p>Carbon Credit, carbon trading</p> <p>Kyoto Protocol</p>

SW-4 Suggested Sessional Work (SW):

a. Assignments: Urban Sustainability and Climate Change, Sustainable Development Policies, Agreement on Climate Change, Trade and Sustainability, Resilient cities – What makes a city sustainable, green, and resilient. **B. Mini**

Project:

c. Other Activities (Specify):

0SDG01.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO4.1 Understand the relevance and the concept of sustainability and the global initiatives in this direction</p> <p>SO4.2 Understand role of Corporations and Ecological Sustainability</p> <p>SO4.3 Explain role of CSR in Sustainability</p> <p>SO4.4 Understand the SD challenge for companies, their responsibility and their potentials for action</p> <p>SO4.5 Discuss the role of world government for world justice and peace</p>		<p>Unit-5.0: Sustainable Business Practices [6 Hours]</p> <p>5.1 Corporate Social Responsibility</p> <p>5.2 Sustainable products and services</p> <p>5.3 Business and Environment</p> <p>5.4 Corporations and Ecological Sustainability</p> <p>5.5 Life Cycle Assessment: <input type="checkbox"/> LCA Overview and Application</p> <p>5.6 World peace and justice: <input type="checkbox"/> United nations goals for peace and justice <input type="checkbox"/> World Government for peace</p>	<p>1. Local to the Global: Can Sustainable Development Work</p>

SW-5 Suggested Sessional Work (SW):

- a. Assignments:** Consumption Patterns and Lifestyles, Company Perspectives for Environmental Sustainability, an Introduction to Economic Growth.
- b. Mini Project:**
- c. Other Activities (Specify):**

Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (SI)	Total hour (Cl+SW+SI)
0SDG01.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development	6	1	1	8
0SDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability	6	1	1	8
0SDG01.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use	6	1	1	8
0SDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution	6	1	1	8
0SDG01.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based education for sustainable development in educational programmes and processes	6	1	1	8
Total Hours	30	5	5	40

Suggestion for End Semester Assessment:

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
0SDG01.1	Introduction to Sustainable Development	3	1	1	5
0SDG01.2	Special focus on SDG 4-Quality Education and Lifelong Learning	2	6	2	10
0SDG01.3	Understanding the SDGs	3	7	5	15
0SDG01.4	Climate Change, Energy and Sustainable Development	-	10	5	15
0SDG01.5	Sustainable Business Practices	3	2	-	5
Total		11	26	13	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Sustainable Development Goals will be held with written examination of 50 marks.

Note: Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Case Method
3. Group Discussion
4. ICT Based Teaching Learning (Video Demonstration/Tutorials CBT, Blog, Facebook, Twitter, Whatsapp, Mobile, Online sources)

5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	The Economics of Sustainable Development: The Case of India (Natural Resource Management and Policy)	Surender Kumar and Shunsuke Managi	Springer Switzerland	2009
2	Corporate Social Responsibility in Developing and Emerging Markets	Onyeka Osuji	Cambridge	New Edition June 2022
3	Smart Cities for Sustainable Development	Ram Kumar Mishra, Ch Lakshmi Kumari, Sandeep Chachra, P.S. Janaki Krishna	Springer Switzerland	March 2022
4	Sustainable Development: Linking Economy, Society, Environment	Tracey Strange and Anne Bayley	-	-
5	Management Of Resources For Sustainable Devt	Sushma Goyal	The Orient Blackswan	2016
6	Energy, Environment and Sustainable Development: Issues and Policies	S. Ramaswamy Sathis G. Kumar	Regal Publications	2009
7	The New Map: Energy, Climate, and the Clash of Nations	Daniel Yergin	Penguin Press	September 2015
8	Contributions of Education for Sustainable Development (ESD) to Quality Education:	Laurie, R., Nonoyama Tarumi, Y., Mckeown, R., & Hopkins, C.	A Synthesis of Research. Journal of Education for Sustainable Development, 10(2), 226–242.	2016
9	Sustainable Results in Development: Using the SDGs for Shared Results and Impact	OECD	OECD Publishing, Paris	2019
10	Development Discourse and Global History from colonialism to the sustainable development goals	Ziai, Aram	Routledge, London & New York	2016
11	Sustainable Development Goals An Indian Perspective,	Hazra, Somnath., Bhukta, Anindya	Springer Switzerland	2020
12	Environmental Ecology, Biodiversity and Climate Change	HM Saxena	Rawat Publication	January 2021
13	https://www.un.org/sustainabledevelopment/			
14	https://www.aiu.ac.in/documents/AIU_Publications/UN-SDGgoals			
15	https://www.unesco.org/en/education-sustainable-development			
16	https://onlinecourses.nptel.ac.in/noc23_hs57/preview			
17	https://www.iau-hesd.net/news/5180-berlin-declaration-education-sustainable-development-adoptedunesco-esd-conference-17-19			
18	Lecture notes provided by Dept. of Management, AKS University, Satna			

Curriculum Development Team:

1. Professor G.C. Mishra, Director Cement Technology, AKS University, Satna
2. Professor Kamlesh Choure, Head Department of Biotechnology AKS University, Satna
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Cos, POs and PSOs Mapping

Course Title: BA /BA (Hon's)

Course Code:0SDG01

Course Title: Sustainable Development Goals (SDGs)

Course Outcomes	Program Outcomes						Program Specific Outcome	
	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2
	Domain knowledge	Contemporary issues	Deep thinking, business	Mobilization of resources	Research orientation	Developing corporate solutions	Acquire leadership skills and entrepreneurship mindset	Application of ethical practices and
0SDG01.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development	3	2	2	2	1	2	3	3
0SDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability	3	2	2	1	2	1	3	3
0SDG01.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use	3	1	2	2	1	2	3	3

0SDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution	3	2	1	1	2	2	3	3
0SDG01.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate valuesbased education for sustainable development in educational programmes and processes	3	2	1	1	2	1	3	3

Legend: 1 – Low, 2 – Medium, 3 – High

Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
POs 1,2,3,4,5,6 PSOs 1,2	OSDG01.1: Examine critically the 17 newly minted UN Sustainable Development Goals and understand the historical evolution, key theories, and concepts of sustainable development	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0: Introduction to Sustainable Development 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover the science, technology, economics, and politics underlying the concepts of sustainability	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2.0: Special focus on SDG 4-Quality Education and Lifelong Learning 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSDG01.3: Understand the implications of overuse of resources, population growth and economic growth and sustainability and explore the challenges the society faces in making transition to renewable resource use	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3.0: Understanding the SDGs 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutions in the field of sustainable development and apply critical thinking skills to evaluate the quality, credibility and limitations of an argument for solution	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4.0: Climate Change, Energy and Sustainable Development 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSDG01.5: Describe the steps of the design thinking methodology and how design thinking can accelerate effective SDG implementation. Deepen knowledge and pedagogical tools to incorporate valuesbased education for sustainable development in educational programmes and processes	SO5.1 SO5.2 SO5.3 SO5.4 SO5.5		Unit-5.0: Sustainable Business Practices 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	



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Semester-I

Course Code:	0SSD02
Course Title :	Communication Skill
Pre-requisite:	Students should have basic knowledge of presenting themselves, their thoughts and ideas
Rationale:	Communication skill will make a student versatile and confident enough to portray his/her skills. Students will be able to groom their personality with multiple traits. Students will be able to crack any interview, will be able to actively participate in any group discuss.

Course Outcomes:

0SSD02.1: Building up of confidence and presentation skill.

0SSD02.2: Students will be able to exhibit group discussion and interview skills.

0SSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances.

0SSD02.4: Students will be able to understand the concept of basic grammar.

0SSD02.5: The study of Dramas and Poems written by Indian Writers.

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
SSD	0SSD02	Communication Skill	2	0	1	1	4	2

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self

Learning, **C:**

Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Department of Arts Scheme of Assessment (Marks)										
Curriculum of BA/ BA (Hon's) Program										
(Revised as on 01 August 2023)										
Code	Course Code	Course Title	Class/Home Assignment number 3 marks each	Class Test 2 (2 best out of 3) 10 marks each	Seminar one (SA)	Class Activity any one	Class Attendance AT	Total Marks (CA+CT+SA+CAT+AT)	End Semester Assessment ESA	Total Marks PRA ESA
SSD	0SSD02	Communication Skill	15	20	5	5	5	50	50	100

Scheme of Assessment:

Theory:

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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0SSD02.1: Building up of confidence and presentation skill.

Approximate Hours

Item	AppX Hrs
CI	8
LI	0
SW	0
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO1.1 Students will be able to introduce themselves</p> <p>SO1.2 Understand the concept of Oral Presentation</p> <p>SO1.3 Students will be able to dress and present effectively</p> <p>SO1.4 Understand the importance of Body Language</p> <p>SO1.5 Students will be able to influence mass through skit and dramas</p>		<p>Unit-1.0: Self-grooming, Basic Etiquettes and Presentation Skill [8 Hours]</p> <p>1.1Self-introduction</p> <p>1.2Oral Presentation on The importance of Education</p> <p>1.3The importance of English in Today's World</p> <p>1.4Necessity of uniforms in a college</p> <p>1.5Professional dressing and grooming etiquettes.</p> <p>1.6Body Language tips and techniques.</p> <p>1.7Role play was conducted on following topics: Classroom interaction</p> <p>1.8Role play on Hospital Scene and Scene at Railway Station</p>	<p>1. Prepare on the given topics</p> <p>2. Prepare a play on the given topics</p>

SW-1 Suggested Sessional Work (SW):

- a. Assignments:**
- b. Mini Project:**
- c. Other Activities (Specify):**



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0SSD02.2: Students will be able to exhibit group discussion and interview skills.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO2.1 Understand the techniques of Group Discussion</p> <p>SO2.2 Understand the concept of Debate</p> <p>SO2.3 Students present their prepared debate</p> <p>SO2.4 Students will actively participate in group discussion</p> <p>SO2.5 Students will be able to prepare themselves for interview</p>		<p>Unit-2.0: Confidence building skills, Interview Skills and Resume Writing [6 Hours]</p> <p>2.1 Group Discussion on impact of covid 19 on mental health</p> <p>2.2 Discussion on impact of social media on lives, pros and cons of technology</p> <p>2.3 Debate</p> <p>2.4 Presentation of prepared debate speeches</p> <p>2.5 Interviews and their Kinds (Mock Interview Session)</p> <p>2.6 Resume Writing</p>	<p>1. Prepare debate on given topics</p> <p>2. Prepare for mock interview</p>

SW-2 Suggested Sessional Work (SW):

- a. Assignments:
- b. Mini Project:
- c. Other Activities (Specify):



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0SSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO3.1 Students will understand the value of speech</p> <p>SO3.2 Students will be able to host different programmes</p> <p>SO3.3 Students will be able to think and speak instantaneously</p> <p>SO3.4 To make them understand the inquiry procedure at public places</p> <p>SO3.5 Students will learn effective interaction skill</p>		<p>Unit-3.0: Public Speaking Skills & Conversational Skills [6 Hours]</p> <p>3.1 Speech /Anchoring</p> <p>3.2 Types of Speech</p> <p>3.3 National Science Day speech , Valedictory Speech, Patriotic speech,</p> <p>3.4 Extempore</p> <p>3.5 Pros and Cons of Online teaching, Environment Conservation and Education of a Girl Child)</p> <p>3.6 Conversational Topics (Inquiry at bank, Airport, Station and Hospitals)</p>	

SW-3 Suggested Sessional Work (SW):

- a. Assignments:**
- b. Mini Project:**
- c. Other Activities (Specify):**



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0SSD02.4: Students will be able to understand the concept of basic grammar.

Approximate Hours

Item	AppX Hrs
CI	7
LI	0
SW	1
SL	0
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO4.1 Understanding about the use of Prepositions</p> <p>SO4.2 Students will be able to understand the usage of Tenses</p> <p>SO4.3 Understand the concept of Active and Passive Voice</p> <p>SO4.4 To understand the usage of Modals</p> <p>SO4.5 Use of correct grammar in day to day conversation</p>		<p>Unit-4.0: Functional Grammar and Vocabulary Building [7 Hours]</p> <p>4.1Prepositions (Place, Time and Direction),</p> <p>4.2Usage of preposition.</p> <p>4.3Tenses (Present, Past and Future),</p> <p>4.4Usage of tenses in day to day life</p> <p>4.5Voice (Active and Passive)</p> <p>4.6Usage of active and passive voice.</p> <p>4.7Modals</p>	

SW-4 Suggested Sessional Work (SW):

- a. Assignments:
- b. Mini Project:
- c. Other Activities (Specify):



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OSSD02.5: The study of Dramas and Poems written by Indian Writers.

Approximate Hours

Item	AppX Hrs
CI	3
LI	0
SW	1
SL	1
Total	5

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO5.1 Students will be able to understand the value of Indian Literature</p> <p>SO5.2 Students will be able to analyse the work of Indian Writers</p> <p>SO5.3 Students will relate with the power of perspective and accountability</p> <p>SO5.4 Students become acquainted with the power of unity</p> <p>SO5.5 Students understand the importance of choices and its impact on life</p>		<p>Unit-5.0: Indian Writing in English& Hindi [3 Hours]</p> <p>5.1The Axe- R.K. Narayan 5.2The Night of the Scorpion- Nissim Ezekiel 5.3The Portrait of a Lady - Khushwant Singh</p>	

SW-5 Suggested Sessional Work (SW):

- a. Assignments:**
- b. Mini Project:**
- c. Other Activities (Specify):**



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Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
OSSD02.1: Building up of confidence and presentation skill	8	1	1	10
OSSD02.2: Students will be able to exhibit group discussion and interview skills	6	1	1	8
OSSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances	6	1	1	8
OSSD02.4: Students will be able to understand the concept of basic grammar	7	1	0	8
OSSD02.5: The study of Dramas and Poems written by Indian Writers	3	1	1	5
Total Hours	30	5	4	39

Suggestion for End Semester Assessment:

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
OSSD02.1	Self-grooming, Basic Etiquettes and Presentation Skill				
OSSD02.2	Confidence building skills, Interview Skills and Resume Writing				
OSSD02.3	Public Speaking Skills& Conversational Skills				
OSSD02.4	Functional Grammar and Vocabulary Building				
OSSD02.5	Indian Writing in English& Hindi				
Total					30

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for communication skills will be held with written examination of 50 marks.

Note: Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorials
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Communication Skills	Dr. Meenu Pandey	Nirali Praksahan	2019
2	English Conversation Practice Tata	Grant Taylor	Practice Tata McGraw Hill Education Private Limited.	2022
	Lecture notes provided by Dept. of Arts, AKS University, Satna			

Curriculum Development Team:

Curriculum Development Team:

1. Dr.PushpaSoni,Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr.Udaybhan Singh, Assistant Professor , Department of Arts



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Cos, POs and PSOs Mapping

Course Title: BA/BA (Hon's)

Course Code: OSSD02

Course Title: Communication Skill

Course Outcomes	Program Outcomes						Program Specific Outcome	
	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2
	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions	Acquire leadership skills and entrepreneurial mindset	Application of ethical practices and moral values
OSSD02.1: Building up of confidence and presentation skill	2	2	1	1	3	2	2	3
OSSD02.2: Students will be able to exhibit group discussion and interview skills	2	2	2	1	3	2	2	3
OSSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances	2	3	2	1	3	2	2	3
OSSD02.4: Students will be able to understand the concept of basic grammar	1	1	1	1	1	1	1	1
OSSD02.5: The study of Dramas and Poems written by Indian Writers	1	2	2	1	2	2	1	3

Legend: 1 – Low, 2 – Medium, 3 – High



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Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
POs 1,2,3,4,5,6 PSOs 1,2	OSSD02.1: Building up of confidence and presentation skill	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0: Self-grooming, Basic Etiquettes and Presentation Skill 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	
POs 1,2,3,4,5,6 PSOs 1,2	OSSD02.2: Students will be able to exhibit group discussion and interview skills	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2.0: Confidence building skills, Interview Skills and Resume Writing 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3.0: Public Speaking & Conversational Skills 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
POs 1,2,3,4,5,6 PSOs 1,2	OSSD02.4: Students will be able to understand the concept of basic grammar	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4.0: Functional Grammar and Vocabulary Building 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	
POs 1,2,3,4,5,6 PSOs 1,2	OSSD02.5: The study of Dramas and Poems written by Indian Writers	SO5.1 SO5.2 SO5.3 SO5.4 SO5.5		Unit-5.0: Indian Writing in English & Hindi 5.1, 5.2, 5.3	



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Curriculum of B.A (Sociology) Program

(Revised as on 1.8.2023)

Semester-I

Course Code:	01S0101
Course Title :	Indian Society and Culture
Pre-requisite:	Student should have basic knowledge of Indian Society and Culture

Rationale: The Bachelor of Arts degree course in Sociology is the study of social relations, social stratification, social interaction, culture, etc. Broadly, the Bachelor of Arts in Sociology degree course is the study of society. The Bachelor of Arts degree course in Sociology mainly covers the study of some of its specialized fields namely Applied Sociology, Comparative Sociology, Cultural Sociology, Collective Behavior, Crime and Delinquency, Community and Demography.

Course Outcomes:

- 01S0101.1:** Concept and nature of Indian society. They will understand about the Ancient concepts like Varna, Ashram system, Theory of Karma etc.
- 01S0101.2:-** One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.
- 01S0101.3:** Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, Have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives
- 01S0101.4:** To explore and acquaint students about some vital issues and dimensions of the complex society they live in, by process of un-earthening of facts and figures about nature and structure of the urban region's historical trajectories.
- 01S0101.5:** Learners will get an elaboration on Indian family system, issues and challenges of national Integration and issues of children, youth and elderly



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01S0101	Indian Society and Culture	6	0	02	01	9	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Seasonal Work (include assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+C AT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	01S0101	Indian Society and Culture	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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01S0101.1: Concept and nature of of Indian society. They will understand about the Ancient concepts like Varna, Ashram system, Theory of Karma etc.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the Concept and nature Indian society Historical background</p> <p>SO1.2 Understand the Concept of Varna, Ashram, Purusharth</p> <p>SO1.3 Understand the concept Rina, Yagya, Sanskar</p> <p>SO1.4 Understand the concept Doetrine of karma</p> <p>SO1.5 Understand the concept Reeiprocity: Aranyak, Lok (Gramya) and Nagar settlements</p>		<p>Unit 1 Indian society</p> <p>1.1 Foundation of Indian society : Aranyak, 1.2 Lok (gramya) 1.3 Nagar 1.4 Historical background: Ancient, 1.5 Medieval , 1.6 Modern period 1.7 Varna, 1.8 Ashram, 1.9 Purusharth 1.10 Rina, 1.11 Yagya, 1.12 Sanskar 1.13 Doetrine of karma 1.14 Reeiprocity: 1.15 Aranyak , 1.16 Lok (Gramya) 1.17 Nagar settlements 1.18 Demographic and Cultural Seenario</p>	



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01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept Tribal historical outline SO2.2 Understanding about the Tribal Area and classification SO2.3 Understanding about the Social institution : Family, Marriage, Kinship SO2.4 Understanding the concept Tribal Social Issue SO2.5 Understanding about the Tribal: Constitutional Provisions	.	Unit 2 Aranyak Society: 2.1 Tribal historical outline 2.2 Tribal Area and 2.3 Classification 2.4 Social Meaning institution : 2.5 Family, 2.6 Meaning 2.7 Marriage, 2.8 Meaning 2.9 Kinship. 2.10 Meaning 2.11 Tribal Religious Beliefs 2.12 and Praetiees 2.13 Social Issue 2.14 Tribal: 2.15 Constitutional Provisions• 2.16 Cultural Traditions and Customs 2.17 Language and Communication 2.18 Art and Craftsmanship	



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01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Lok (Gramya) Society:Lok (Gramya) Society: Historical Outline SO3.2 Practical problem related Caste System: History of Caste and Changing patterns SO3.3 Understanding the Social institutions: Family, Marriage, Kinship SO3.4 Understanding about Social Issues SO3.5 Understanding aboutRural Development: Policies, Programs and Challenges.	.	Unit - III Lok (Gramya) Society 3.1 Lok (Gramya) Society: 3.2 Lok (Gramya) Society: Historical Outline 3.3 Rural Life: 3.4 Folk Culture, 3.5 Little and 3.6 Great Traditions 3.7 Caste System: History of Caste and 3.8 Changing patterns 3.9 Social institutions: Family, 3.10 Marriage, 3.11Kinship 3.12 Religion: Beliefs and Praetiees 3.13Social Issues 3.14Rural Development: 3.15 Policies, 3.16 Programs and Challenges. 3.17Role of Women in Rural Society 3.18Health Practices and Traditional Medicine	



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01S0101 .4: To explore and acquaint students about some vital issues and dimensions of the complex society they live in, by process of un-earthening of facts and figures about nature and structure of the urban region's historical trajectories.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the concept Historical Outline of Town, City & Metropolis SO4.2 Preparation of Indian Cities and their Development SO4.3 Knowledge about the arrangement of urban society and culture in India at present. SO4.4 Knowledge about the urban problems. SO4.5 Knowledge about urban planning and development.	.	Unit 4 Nagar Society: 4.1 Historical Outline of Town, 4.2 City 4.3 Metropolis 4.4 Indian Cities 4.5 their Development 4.6 Changes in Urban Society 4.7 Challenge of Urban Societies, 4.8 Globalisation 4.9 Meaning 4.10 Impact 4.11 Cultural Continuities 4.12 Aranyak, 4.13 Lok Nagar 4.14 Urban Development and Planning 4.15 Social Stratification and Class Structure 4.16 Trade and Market Systems 4.17 Religious Institutions and Practices 4.18 Political Governance and Administration	



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01S0101 .5:Learners will get an elaboration on Indian family system, issues and challenges of national Integration and issues of children, youth and elderly

Item	Appx Hours
CI	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the concept of National Integration issues and Challenge SO5.2 Preparation of necessary Indian Family - System: Values, Patterns and Issues SO5.3 Preparation of necessary Issues of Children SO5.4 Understanding about the Issues of Youth SO5.5 Understanding about the Issues of Elderly.		Unit 5 Social Issues: 5.1 National Integration 5.2 issues and 5.3 Challenges 5.4 Indian Family 5.5 Values Meaning Problem 5.6 Work System: 5.7 Values, 5.8 Patterns and Issues 5.9 Issues of Children 5.10 Problem 5.11 Issues of Youth and Problem 5.12 Issues of Elderly and Problem 5.13 Human Trafficking and Modern Slavery 5.14 Access to Education and Literacy Rates 5.15 Health Disparities and Access to Healthcare 5.16 Unemployment 5.17 Underemployment 5.18 Homelessness and Housing Inequality	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
01S0101.1: Concept and nature of of Indian society. They will understand about the Ancient concepts like Varna, Ashram system, Theory of Karma etc.	18	0	01	19
01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.	18	0	01	19
01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, Have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives	18	0	01	19
01S0101.4: To explore and acquaint students about some vital issues and dimensions of the complex society they live in. <u>by process of un-earthening of facts and figures</u>	18	0	01	19
01S0101.5: Learners will get an elaboration on Indian family system, issues and challenges of national Integration and issues of children, youth and elderly	18	0	01	19
Total Hours	90	0	05	95

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
01S0101-1	Indian society	01	01	03	05
01S0101-2	Aranyak Society	01	01	03	05
01S0101-3	Lok (Gramya) Society	-	03	10	13
01S0101-4	Nagar Society	-	03	10	13



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01S0101-5	Social Issues	01	03	10	14
	Total	03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian Society and Culture Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Sociology	Giddens. A.	Oxford University Press	2006
2	Indian Society ; Issues & Problems	Sharma. Y. K.	Laxmi Narayan Agarawal Publication	2007
3	Structure and Function in Primitive Society	Radcliffe-Brown A. R.	Cohen and West London.	1976
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna.			

Curriculum Development Team:

8. Dr.PushpaSoni,Assistant Professor, Department of Arts
9. Mrs. prachisingh, Teaching associate, Department of Arts
10. Mr. Gaurav Singh , Assistant Professor, Department of Arts
11. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
12. Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
13. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
01S0 101.1	3	3	3	2	2	2	1	2	3	3	3	3	3	3	3
01S0 101.2	3	3	3	2	2	2	1	2	2	2	2	3	2	2	2
01S0 101.3	3	3	2	2	1	2	1	1	2	2	2	2	3	3	3
01S0 101.4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
01S0 101.5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

POs&PSOs -No.	COsNo.&Ti titles	Sos No.	Laboratory Instruction (L)	Classroom Instruction (C)	Self Learning (SL)
PO: 1,2,3,4,5,6 7,8,9,10,1 1,12 PSO:1,2,3	01S0101.1: Concept and nature of of Indian society. They will understand about the Ancient concepts like Varna, Ashram system, Theory of Karma etc.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Indian society 1.1,1.2,1.3,1.4, 1.5,1.6,1.7,1.8,1.9,1.10,1.11, 1.12,1.13,1.14,1.15,1.16,1.1 7,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.	SO2:1 SO2:2 SO2:3 SO2:4 SO2:5		Unit-2 Aranyak Society 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2. 8,2.9,2.10,2.11,2.12,2.13,2.1 4,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, Have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Lok (Gramya) Society 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3. 8,3.9,3.10,3.11,3.12,3.13,3.1 4,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	01S0101.4: To explore and acquaint students about some vital issues and dimensions of the complex society they live in, by process of un-earthening of facts and figures about nature and structure of the urban region's historical trajectories.	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Nagar Society: 4.1,4.2,4.3,4.4,4.5,4.6,4.7 ,4.8,4.9,4.10,4.11,4.12,4.1 3,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	01S0101.5: Learners will get an elaboration on Indian family system, issues and challenges of national Integration and issues of children, youth and elderly	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		Unit5: Social Issues 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5. 8,5.9,5.10,5.11,5.12,5.13,5.1 4,5.15,5.16,5.17,5.18	



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Semester-I

Course Code: 1CA101

Course Title : Data Processing Software

Pre-requisite: Student should have basic knowledge of computer such as Input devices, central processing unit and output devices. Student should aware of how to power on computer and how to shut down computer.

Rationale: The subject of Data processing software much like the suite of tools offered by Microsoft Office, is an indispensable resource in today's digital era. Just as Microsoft Office applications streamline and enhance productivity in various office tasks, this subject empowers individuals and organizations to make informed decisions about their computing resources, resulting in increased productivity and cost-efficiency. Much like Word helps craft documents, Excel crunches numbers, and PowerPoint delivers impactful presentations, our subject equips students with the knowledge and skills needed to navigate the dynamic world of personal computing. It's a bit like having the right software for the job, where understanding the right PC package configuration and customization is key to achieving desired outcomes.

Course Outcomes:

1CA101.1: Acquire the knowledge of the fundamentals and features of MS Windows, including various versions, screen elements, dialog boxes, and toolbars.

1CA101.2: Acquire the basic and advances knowledge of MS word and word processing.

1CA101.3: Acquire the basic and advances knowledge of MS Access and data base system.

1CA101.4: Acquire the basic and advances knowledge of MS Excel and Spreadsheet software.

1CA101.5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS PowerPoint.

Scheme of Studies:



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Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
	1CA101	Data Processing Software	4	2	1	1	8	6

Legend: **CI:** Class room Instruction(Includes different instructional strategies i.e. Lecture(L) and Tutorial (T) and others).
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work(include esassignment, seminar, miniprojectetc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+C AT+AT)			
	02CA101	Data Processing Software	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

1CA101.1: Acquire the knowledge of the fundamentals and features of MS Windows, including



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various versions, screen elements, dialog boxes, and toolbars.

Approximate Hours

Item	Appx Hrs.
CI	11
LI	6
SW	1
SL	1
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Introduction to MS Windows and its Features</p> <p>SO1.2 Understanding Versions of Windows and their Use</p> <p>SO1.3 Navigating the Windows Environment</p> <p>SO1.4 Understanding the Dialog Boxes, Toolbars, and File Handling</p> <p>SO1.5 Understanding the Shortcuts, Auto Starts, and Accessories.</p>	<p>LI1. Exploring the Windows Environment. (Familiarize students with the basic features and interface of Windows.)</p> <p>LI2. Managing Files and Folders (Teach students how to organize and navigate through files and folders.)</p> <p>LI3. Customizing the Windows Desktop (Explore desktop customization options and working with icons.)</p> <p>LI4. Using Windows Explorer (Introduce students to Windows Explorer and file management.)</p> <p>LI5 Control Panel and System Settings (Familiarize students</p>	<p>Unit-1.0 MS Windows</p> <p>1.1. Understand the history and significance of MS Windows as an operating system.</p> <p>1.2. Identify and explain the key features and functionalities of MS Windows, including its graphical user interface and multitasking capabilities.</p> <p>1.3. Differentiate between various versions of Windows, such as Windows 10, 11, and Windows Server, and understand their specific use cases in personal and professional environments.</p> <p>1.4. Demonstrate proficiency in working with the Windows desktop, icons, and Windows Explorer for effective file and folder management.</p> <p>1.6. Describe the elements of the Windows screen and understand different working styles for file management, application launching, and window management.</p> <p>1.7. Interact with dialog boxes and toolbars within Windows applications, enabling customization of settings and efficient task</p>	



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	<p>with the Control Panel and system settings.) LI6 Installing Software (Guide students through the process of installing new software.)</p>	<p>execution. 1.8. Develop skills in working with files and folders, including creating, copying, moving, renaming, and deleting, and organizing content for improved accessibility. 1.9. Explore Windows accessories and settings through the Control Panel, allowing for the customization of the operating system to suit individual preferences and needs. 1.10. Create shortcuts to programs and files, streamlining workflow and increasing efficiency. 1.11Familiarize students with the basic functions of the Start button and navigating through program lists. 1.12Equip students with the skills to install new software on a computer. 1.13Introduce students to the process of installing new hardware components in a computer.</p>	
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1CA101. 2: Acquire the basic and advances knowledge of MS word and word processing.

Approximate Hours

Item	Appx Hours
CI	13
LI	6
SW	1
SL	1
Total	21

Session Outcomes	(LI)	Classroom Instruction (CI)	(SL)
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(SOs)			
<p>SO2.1 Introduction to MS Word and Document Creation</p> <p>SO2.2 Editing and Text Enhancement</p> <p>SO2.3 Text Alignment and Formatting</p> <p>SO2.4 Text Replacement and Checking</p> <p>SO2.5 Document Printing and Formatting</p> <p>SO2.6 Working with Tables and Graphics in Word</p>	<p>LI1 Understand the Word Window and Basic Text Entry.(Familiarize students with the Microsoft Word interface, including the ribbon, menus, and tools.)</p> <p>LI2. Mastering Text Editing and Formatting Techniques (Equip students with fundamental text editing skills, including cut, copy, paste, and text selection.)</p> <p>LI3. Apply Text Enhancements and Font Styles(Enable students to enhance document aesthetics by applying formatting options like bold, italic, and underline.)</p> <p>LI4. Highlight Text and Explore Alignment Options (Develop skills in emphasizing specific text through highlighting and exploring alignment choices.)</p> <p>LI5. Print Preview and Printing Options (Introduce students to Print Preview and various printing options.)</p> <p>LI6. Understand Mail Merge Concepts and Functions (Introduce students to the concept of Mail Merge and its applications.</p>	<p>Unit 2.MS word</p> <p>2.1 Understand the Word window interface and its components.</p> <p>2.2.Learn how to create Word documents, enter text, and apply basic text formatting.</p> <p>2.3. Explore text editing techniques, including selecting text, copying, moving, and deleting text within a document.</p> <p>2.4.Apply text enhancements such as fonts, font styles, and highlighting for a distinctive look in Word documents</p> <p>2.5. Learn to align and format text using alignment options, indentation, and line spacing settings.</p> <p>2.6. Understand how to use tabs effectively for precise text alignment and formatting.</p> <p>2.7. Create lists, numbers, and symbols in documents, including numbering and bullet lists and inserting special characters.</p> <p>2.8. Discover how to create and apply frequently used text elements for efficiency in document production.</p> <p>2.9. Master the art of finding and replacing text within a document, and explore advanced spelling and grammar checking using the Thesaurus and commands.</p> <p>2.10. Learn how to use the Print Preview feature in Word to preview and adjust the appearance of printed documents.</p> <p>2.11. Understand how to change</p>	



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		<p>paper size, align text vertically, and set margins for optimal document formatting.</p> <p>2.12 Introduce students to essential formatting techniques in Microsoft Word.</p> <p>2.13 Extend formatting knowledge to advanced techniques including section formatting and mail merging.</p>
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1CA101.3: Acquire the basic and advanced knowledge of MS Access and data base system.

Approximate Hours

Item	Appx Hours
CI	13
LI	6
SW	1
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO3.1 Introduction to MS Access and Database Fundamentals SO3.2 Understanding Database Creation and Table Management SO3.3 Working with Forms in MS Access SO3.4 Report Generation and Management SO3.5 Understanding Relational Databases and Data Relationships	LI1. Introduction to Database Concepts and MS Access Workspace (Introduce students to fundamental database concepts and the MS Access workspace.) LI2. Creating Databases and Tables (Equip students with skills to create databases and tables in MS Access.) LI3. MS Access Forms and Data Entry (Introduce students to MS Access forms and data entry.)	Unit-3 : MS Access 3.1 Understand fundamental concepts and terms related to MS Access, including database tables, relational databases, records, fields, controls, and objects. 3.2. Explore the requirements for using MS Access, how to start and quit the application, and become familiar with the workspace, tools, and different views. 3.3. Learn how to create a	



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<p>SO3.6 Understanding Advanced Data Analysis with Queries</p> <p>SO3.7 Understanding Automation with Macros and Advanced Access Features</p>	<p>LI4. Query Creation and Data Retrieval (Develop skills in creating queries for data retrieval.)</p> <p>LI5. Reports in MS Access (Guide students in creating, previewing, and printing reports in MS Access.)</p> <p>LI6. Relational Databases and Advanced Features(Introduce students to advanced features in relational databases.)</p>	<p>database in MS Access, both with and without the wizard, and understand the importance of field names, data types, and properties.</p> <p>3.4. Master the skills of adding, deleting, renaming fields, and setting properties, including field captions, resizing, and freezing columns.</p> <p>3.5. Explore the concept of primary key fields and indexing fields to optimize database performance.</p> <p>3.6. Use the Form Wizard to create forms in MS Access and learn how to save and modify these forms.</p> <p>3.7. Enter and edit data within forms, apply finding and sorting techniques, and discover how to display data effectively. Understand the process of creating queries, using select queries, and implementing wildcards for advanced data retrieval.</p> <p>3.8. Learn to create reports in MS Access, preview them, and understand how to print reports effectively.</p> <p>3.9. Discover how to modify and save reports, including customization of report layouts and designs</p> <p>3.10. Understand the definition and purpose of relational databases in MS Access, including the creation, viewing, and deleting of</p>	
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		<p>relationships between tables.</p> <p>3.11. Explore the use of expressions for calculations and data manipulation within the database.</p> <p>3.12. Create PivotTable and PivotChart views in an Access desktop database for advanced data analysis and visualization.</p> <p>3.13. Delve into advanced features and functionalities of MS Access, such as data import/export, database security, and working with linked tables.</p>
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1CA101.4: Acquire the basic and advanced knowledge of MS Excel and Spreadsheet software.

Approximate Hours

Item	Appx Hours
CI	13
LI	6
SW	1
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO4.1 Introduction to Excel and Data Entry SO4.2 Working with Numbers and Formulas SO4.3 Worksheet Layout and Formatting SO4.4 Printing and Worksheet	LI1 Introduction to Excel Basics.(Familiarize students with the Excel Application Window, Workbooks, and Worksheets.) LI2. Entering and Editing Text and Numbers(Develop skills in entering and revising text and numbers in Excel.)	Unit-4 : Creating Excel Worksheets 4.1. Navigate the Excel application window, workbooks, and worksheets effectively. 4.2. Learn how to move the cell pointer, enter text and	



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<p>Spelling Checking</p> <p>SO4.5 Advanced Excel Techniques Macros</p> <p>SO4.6 PivotTables, and Data Analysis</p>	<p>LI3. Working with Numbers and Formulas (Introduce students to creating formulas and formatting numbers.)</p> <p>LI4. Changing Worksheet Layout and Formatting Options(Enable students to manipulate the layout of a worksheet and apply formatting options.)</p> <p>LI5. Advanced Techniques: Functions, References, and Charts(Familiarize students with advanced Excel techniques, including functions, references, and charts.)</p> <p>LI6. Macros, PivotTable, and Data Analysis (Introduce students to advanced Excel features like Macros and PivotTables for data analysis.)</p>	<p>numbers, and revise cell entries as needed.</p> <p>4.3. Change the layout of worksheets by adjusting column width, row height, and inserting/deleting rows, columns, and cells.</p> <p>4.5. Learn how to name worksheets, select and manage multiple worksheets, and explore additional formatting options, including text alignment, borders, and colors.</p> <p>4.5. Navigate Excel's printing features, including print preview and changing page setup for well-formatted printouts.</p> <p>4.6. Discover how to spell-check and set up error checking in worksheets to ensure data accuracy.</p> <p>4.7.Utilize Excel functions effectively, including entering functions and working with named ranges.</p> <p>4.8. Create easy-to-understand charts, including pie charts and series charts, while learning to move, size, and print chart objects.</p> <p>4.9. Edit and format charts by adding, deleting, and modifying data series.</p> <p>4.10. Explore the basics of macros and how they can automate tasks in Excel.</p> <p>4.11. Learn to create PivotTables to analyze and</p>
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		summarize large sets of data in worksheets. 4.12 Equip students with advanced skills in using functions, cell references. 4.13 Enhance students' proficiency in editing and formatting Excel charts for clear data representation.
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1CA101.5: Acquire the basic and advanced knowledge of Making Power Point Presentation Using MS PowerPoint.

Item	Appx Hours
CI	10
LI	6
SW	1
SL	1
Total	18

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO5.1 Introduction to PowerPoint and Basic Presentation Creation SO5.2 Text Formatting and Spell and Grammar Checking SO5.3 Transitions, Animation, and Linking SO5.4 Preparing Handouts and Finalizing Presentations	LI1 Introduction to Basic Presentation Creation (Introduce students to creating a basic presentation and understanding the PowerPoint interface.) LI2 Building Presentations and Modifying Visual Elements (Equip students with skills to build presentations and modify visual elements) LI3 Formatting and Checking Text in Presentations (Develop	Unit 5: Creating PowerPoint Presentations: 5.1. Discover how to format and check text in PowerPoint slides, including using different fonts, styles, and bullet points. 5.2. Learn to add and manipulate objects like shapes, images, and SmartArt to enhance your presentation.	



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	<p>skills in formatting and checking text for clarity and professionalism.)</p> <p>LI4. Adding Objects to Enhance Presentations (Enable students to enhance presentations by adding various objects.)</p> <p>LI5 Applying Transitions, Animation Effects, and Linking (Introduce students to making dynamic presentations through transitions, animations, and linking.)</p> <p>LI6. Preparing Handouts for Presentation (Guide students in preparing handouts for effective communication.)</p>	<p>5.3. Apply slide transitions and animation effects to make your presentation engaging and dynamic</p> <p>5.4. Explore how to link slides and create a seamless flow between different sections of your presentation.</p> <p>5.5. Understand how to prepare handouts for your audience, including layout options and printing settings.</p> <p>5.6. Learn techniques for finalizing and reviewing your presentation, ensuring it is well-prepared and error-free before the actual presentation.</p> <p>5.7. Introduce linking within presentations and preparing handouts for effective communication.</p> <p>5.8. Enhance presentations by incorporating various objects, transitions, and animation effects.</p> <p>5.9. Equip students with text formatting skills and tools for error-checking in presentations.</p> <p>5.10. Develop skills in building presentations and modifying visual elements for improved aesthetics.</p>	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Laboratory Instruction (LI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
1CA101.1: Acquire the knowledge of the fundamentals and features of MS Windows, including various versions, screen elements, dialog boxes, and toolbars.	11	6	1	1	13
1CA101.2: Acquire the basic and advances knowledge of MS word and word processing.	13	6	1	1	15
1CA101.3: Acquire the basic and advances knowledge of MS Access and data base system	13	6	1	1	15
1CA101.4: Acquire the basic and advances knowledge of MS Excel and Spread sheet software	13	6	1	1	15
1CA101.5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS	10	6	1	1	12
Total Hours	60	30	05	05	70

Suggestion for End Semester Assessment

Suggested Specification Table(For ESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
1CA101-1	MS Windows	01	01	03	05
1CA101-2	MS Word	01	01	03	05
1CA101-3	MS Access	-	03	10	13
1CA101-4	Creating Excel Worksheets	-	03	10	13
1CA101-5	Creating PowerPoint Presentations	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply



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The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Microsoft Office 97	Will Train Gini Courter Annette Marquis	<i>BPB Publication n.</i>	
2	Microsoft Office 2000	Gini Courter & Annette Marquis	<i>BPB Publication</i>	
3	MS Office 2000 for Everyone	Saxena Sanjay		
4	Dr. Pushpa Soni AKS University, Satna			

Curriculum Development Team:

1. Dr. Pushpa Soni, Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh, Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. Usha Dwivedi, Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
7. Dr. Udaybhan Singh, Assistant Professor, Department of Arts



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CO-PO-PSO Mapping

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	Engineering knowledge	Problem Analysis	Design/development of solutions	Conduct studies of difficult problems	Utilization of modern tools	Engineers and society	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Being able to comprehend and put knowledge of software application analysis, design, and development to use.	Apply knowledge and skills for computer practice while upholding social, ethical, and legal principles.	The capacity to work with cutting-edge computing systems and pursue employment in the IT sector, including consulting, research and development, education, and related fields.
1CA101.1	2	3	3	3	3	1	1	3	1	1	1	3	1	2	1
1CA101.2	2	3	2	3	2	2	2	2	2	1	1	3	2	2	3
1CA101.3	2	2	2	3	1	2	1	2	1	2	1	3	1	2	2
1CA101.4	2	1	2	2	3	2	1	3	2	2	2	3	2	3	2
1CA101.5	2	2	2	2	3	2	3	3	1	1	2	3	3	2	2



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Course Curriculum Map

Pos & PSOs / * No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5,6 7,8,9,10,11,12 PSO: 1,2,3	ICA101.1: Acquire the knowledge of the fundamentals and features of MS Windows, including various versions, screen elements, dialog boxes, and toolbars.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	LI:1 LI:2 LI:3 LI:4 LI:5 LI:6	Unit-1: MS Window 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	ICA101.2: Acquire the basic and advances knowledge of MS word and word processing.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5 SO6:2.6	LI:1 LI:2 LI:3 LI:4 LI:5 LI:6	Unit-2:MS Word 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	ICA101.3: Acquire the basic and advances knowledge of MS Access and data base system.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5 SO6:3.6 SO7:3.7	LI:1 LI:2 LI:3 LI:4 LI:5 LI:6	Unit-3 :MS Access 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	ICA101.4: Acquire the basic and advances knowledge of MS Excel and Spreadsheet software.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO5:4.5 SO6:4.6	LI:1 LI:2 LI:3 LI:4 LI:5 LI:6	Unit-4:Creating Excel Worksheets 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	ICA101 .5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS PowerPoint.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4	LI:1 LI:2 LI:3 LI:4 LI:5	Unit5:Creating Power Point Presentation 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10	



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			LI:6	
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Semester-I

Course Code: 01EC101

Course Title : INDIAN ECONOMY

Pre- requisite: This course can be opted by any student who has passed 12 thclass .Student should have basic knowledge of History, politics, society and economics.

Rationale: After completing this course, students will be able to sharpen the analytical skills by highlighting on broad overview of the Indian economy. They will be familiar with the issues related to Agriculture, Industry, Foreign Trade, Economic Planning and various Economic Problems of India. Students will be acquainted with broad overview of Madhya Pradesh Economy. They will be able to develop, analyse and interpret events and issues related to Indian Economy.

Course Outcomes:

- 01EC101.1:** Analyze the trends and sectoral composition of national income, and demographic features
- 01EC101.2:** TO explain green revolution and new technology in agriculture
- 01EC101.3:** To explain in detail about MSME, startup india, and make in india
- 01EC101.4:** They will be able to know about niti aayog and Indian economic problem
- 01EC101.5:** They will also be able to know about Madhya Pradesh economy.

Scheme of Studies:



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Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Credits (C)	
			CI	LI	SW	SL		Total Study Hours (CI+LI+SW+SL)
	01EC101	Indian economy	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment	Total Marks	
			Progressive Assessment (PRA)									
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks				
	01EC101	Indian economy	15	20	5	5	5	50	(CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session



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Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

01EC101.1: Analyze the trends and sectoral composition of national income, and demographic features

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	2
SL	1
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of Indian economy SO1.2 Understand the Concept of trends and composition of national SO1.3 Understand the concept natural resource endowment SO1.4 understand demographic features SO1.5 understand sectoral distribution SO1.6 understand problem and causes of over population		Unit -1 introduction 1.1 Meaning of Indian economy 1.2 Nature of Indian economy 1.3 Scope of Indian economy 1.4 Significance of Indian economy 1.5 Definition of national income 1.6 Aggregates of national income 1.7 Natural resource -land , water Natural resource livestock , 1.8 Forest resources 1.9 Mineral resources 1.10 Demographic features of population 1.11 Population composition 1.12 Growth rate workforce 1.13 Problems population of India 1.14 Causes of population 1.15 Over population in India 1.16 Population policy. 1.17 Estimation of national income 1.18 Trends in national income	

01EC101.2: To explain green revolution and new technology in agriculture.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	01
Total	20

Session Outcomes	(LI)	Class room Instruction	(SL)
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(SOs)	(LI)	(CI)	(SL)
SO2.1 Concept of nature of Indian agriculture SO2.2 concept of land use ,pattern SO2.3 understanding of agricultural productivity SO2.4 Understanding the concept of green revolution SO2.5 Understanding of agriculture finance and insurance, new technology in agriculture	.	UNIT -2 agriculture 2.1 Meaning of Indian agriculture 2.2 Importance of Indian agriculture 2.3 Nature of Indian agriculture 2.4 Trends in agriculture 2.5 Production productivity of agriculture 2.6 Characteristics of agriculture 2.7 land use pattern ,reform 2.8 Meaning of Green revolution 2.9 objective of Green revolution 2.10 achievements of Green revolution 2.11 Failures of Green revolution 2.12 Meaning Agriculture finance 2.13 Insurance Agriculture finance 2.14 agriculture marketing 2.15 meaning new agriculture technology 2.16 features new agriculture technology 2.17 Agriculture technology benefit 2.18 Land utilisation in india	

01EC101.3: To explain in detail about MSME, startupindia, and make in India

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept industrial development SO3.2 Understanding about the industrial policy SO3.3 Understanding the concept of MSME SO3.4 Understanding about the make in india,aatmnirbharbharat. SO3.54 Understanding about the infrastrure composition.	.	Unit-3 : industry and infrastructure 3.1 Industrial development India after independence 3.2 New industrial policy 3.3 Role of publicsector 3.4 private sector industrialization 3.5 MSME- Role 3.6 Definition MSME 3.7 Types MSME 3.8 Problem remedies of small-scale industries Srrart up india, 3.9 Make in IndiaAatmnirbharBharat 3.10 Power,transport,communion Transport 3.11 Agriculture credit 3.12 Technological change in agriculture 3.13 Agriculture mechanisation 3.14 Importance of agriculture marketing 3.15 Problems of agricultural marketing in india 3.16 CO-Operative marketing system 3.17 Merits CO-Operative marketing 3.18 Merits of Agriculture mechanisation	

01EC101.4: They will able to know about nitiaayog andIndian economic problem

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01



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Total	21
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Session Outcomes (SOs)	(L I)	Class room Instruction (CI)	(S L)
SO4.1 Understanding about the FOREIGN TRADE SO4.2 understanding about the role of investment SO4.3 Understanding about Indian planing SO4.4 Understanding about the nitiaayog SO .5 understanding about the major problem in india	.	Unit-4 : foreign trade and development 4.1 Meaning of India's Foreign Trade 4.2 Importance of India's Foreign Trade 4.3 Composition of India's Foreign Trade 4.4 Direction of India's Foreign Trade 4.5 Role of Foreign Direct Investment 4.6 Multinational Corporations meaning 4.7 Disinvestment in India, 4.8 Indian Planning 4.9 Objective of India's Foreign Trade 4.10 Achievements of India's Foreign Trade 4.11 Failures of Indian's Foreign Trade 4.12 NITI Aayog, 4.13 Indian Economic Problems 4.14 Poverty in India 4.15 Causes of poverty in India 4.16 Unemployment in India 4.17 Merits and demerits of unemployment 4.18 Unemployment Regional Inequality merits and demerits	

01EC101.5: They will also able to know about Madhya Pradesh economy

Approximate Hours	
Item	Appx Hours
CI	18
LI	0
SW	02



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SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(S L)
SO5.1 Understand about the feature Of madhyaypradesh SO5.2 Understanding about the natural resource. SO5.3 Understanding about the trends in agriculture SO5.4 Understanding about the concept of orgenic forming SO5.5 understanding about industrial development,tourism in Madhya Pradesh		UNIT -5 Economy of Madhya Pradesh 5.1 Madhya Pradesh's Economy Salient Feature 5.2 Natural Resources of Madhya Pradesh Land 5.3 Forest Resources in M.P. 5.3 Water Resources in M.P. 5.4 Minerals Resources in M.P. 5.5 Trends and Regional Disparities in Agriculture Sector of Madhya Pradesh 5.6 disparities in agriculture sector 5.7 Organic Farming and Polyhouse in Madhya Pradesh 5.8 Industrial Development in Madhya Pradesh 5.9 industrial development in varies sector 5.10 Infrastructure Development in Madhya Prade Power, 5.11 Transport Communication 5.12 Development of Tourism in madhya Pradesh tourism sector 5.13 AG Resources or characteristics in M.P. 5.14 Importance of AGResources in M.P. 5.15 Cropping pattern in M.P. 5.16 Production of main crops 5.17 Green revolution in M.P. 5.18 Impact Green revolution in M.P.	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
01EC101.1: Analyze the trends and sectoral composition of national income,and demographic features	18	2	1	21



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01EC101.2: TO explain green revolution and new technology in agriculture	18	1	1	20
01EC101.3: To explain in detail about MSME ,start up india,and make in india	18	1	1	20
01EC101.4: They will able to know about nitiaayog and Indian economic problem	18	2	1	21
01EC101.5: They will also able to know about Madhya Pradesh economy.	18	2	1	21
Total Hours	90	08	05	103

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	introduction	01	02	02	05
CO-2	agriculture	01	02	02	05
CO-3	industry and infrastructure	1	02	10	13
CO-4	foreign trade and development	-	02	11	13
CO-5	economy of Madhya Pradesh	01	03	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian economy will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
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1	INDIAN ECONOMY	MISHRA&PURI	HIMALAYA PUBLISHING HOUSE	2020
2	□□□□□□□□□□□□□□ □□□□	□□□□□□□□□□	SPPD Publication	
3	□□□□□□□□□□□□□□ □□□□□□□□□□□□□□ □ 2020-21	□□□□□□□□□□□□□□ □□□□□□□□□□□□□□ □□□□□□□□□□□□□□ □		2020-21
4	Dr. Pushpa Soni Dept. of ARTS AKS University, Satna .			

Curriculum Development Team:

- 1-Dr.Pushpa Soni, Assistant Professor, Department of Arts
- 2-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 3-Mr, Rajeev Bairagi, Assistant Professor
- 4-Mrs Prachi Singh, Teaching associate, Department of Arts
- 5-Dr. Usha Dwivedi, Assistant Professor, Department of Arts
- 6-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
- 7-Dr.Udaybhan Singh, Assistant Professor, Department of Arts

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
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Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian economy	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the concepts of statistical methods	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade
CO.1	3	3	2	2	1	2	1	1	3	2	3	3	2	3	3
CO.2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3
CO.3	3	3	2	2	1	2	1	1	3	2	2	3	3	3	3
CO.4	3	3	2	2	1	2	1	1	3	3	1	3	3	3	3
CO.5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3

Course curriculum map



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Pos & PSOs /*-No.	Cos No. & Titles	SOs No.	Laboratory Instruction	Classroom Instruction (CI)	Self- Learning (SL)
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO:1,2,3	CO- 1..Analyze the trends and sectoral composition of national income,and demographic features	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 agriculture 1.1,1.2,1.3,1.4,1.5,1. 6, 1.7,1.8,1.9,1.10,1.11 ,1.12,1.13,1.14,1.15, 1.16,1.17,1.18	As Menti oned in Page no. — to — — —
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3,	CO- 2: TO explain green revolution and new technology in agriculture	SO2:1 SO2:2 SO2:3 SO2:4 SO2:5		Unit-2agriculture e 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2. 8,2.9,2.10,2.12,1.12,2.13,2. 14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3,	CO-3: To explain in detail about MSME ,start upindia,and make in india	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit 3 industry and infrastraucture3.1,3.2,3.3,3 .4,3.5,3.6,3.7,3.8,3.9,3.10, 3.11,3.12,3.13,3.14,3.15,3. 16,3.17,3.18	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3,	CO-4:4 They will able to know about nitiaayog and Indian economic problem	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit4::forein trade and development 4.4,4.4.6,4.7,4.8,4.9,4.10, 4.11,4.12,4.13,4.14,4. 15,4.16,4.17,4.18	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3,	CO-5: They will also able to know about Madhya Pradesh economy.	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		Unit5 economy of madhyapradesh 1,5.2,5.3,5.4,5.5,5.6,5.7, 5.8,5.9,5.10,5.11,5.12,5. 13,5.14,5.15,5.16,5.17,5. 18	



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AKS University
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Department of Arts
Curriculum of BA SOCIOLOGY
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Semester-I

Course Code: 01EN101

Course Title : Study of Poetry

Pre- requisite: The student must have passed graduation degree from any stream, and is interested in getting information about political science.

Rationale: The Study of Poetry will not only instruct and delight the students, but also inspire them to have positivity. Creativity and a new way of thinking After the study of this paper, the students will be able: to identify, interpret, analyze and appreciate the various elements of poetry, to develop literary intellect, and to appreciate the lyrical and sonorous quality of language.

Course Outcomes:

- 01EN101.1 The Study of Poetry will not only instruct and delight the students,
- 01EN101.2 Student will be able to have positivity. Creativity and a new way of thinking after the study of this paper, the students will be able:
- 01EN101.3 Student will be able to identify, interpret, analyze and appreciate the various elements of poetry
- 01EN101.4 Student will be able to develop literary intellect.
- 01EN101.5 Student will be able to appreciate the lyrical and sonorous quality of language.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01EN101	Study of Poetry	4	02	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+ AT)		
	01EN 101	Study of Poetry	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: The Study of Poetry will not only instruct and delight the students,

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	01
SL	01
Total	14



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the literature and its classification</p> <p>SO1.2 We will understand the Scope of Poetry from Chaucer to Milton</p> <p>SO1.3 Understand the Poetry of John Donne and Milton</p>		<p>Unit-1 Introduction to Literature and its classification</p> <p>1.1 Poetry from Chaucer to Milton</p> <p>1.2 Figures of Speech:</p> <p>1.3 Definition of Poetry</p> <p>1.4 Different ages with different socio-economic</p> <p>1.5 political backgrounds</p> <p>1.6 Literary Terminology</p> <p>1.7 Geoffrey Chaucer: The Wife of Bath</p> <p>1.8 The Pardoner (from <i>The Prologue to The Canterbury Tales</i>)</p> <p>1.9 John Donne:</p> <p>1.10 Death Be Not Proud</p> <p>1.11 John Milton</p> <p>1.12 On His Blindness</p>	

CO. 2- Student will be able to have positivity, Creativity and a new way of thinking after the study of this paper, the students will be able:

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	01
SL	01
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Will know the meaning of Poetry of Neoclassical and Romantic Age.</p> <p>SO2.2 Will understand the Poetry of William Wordsworth</p> <p>SO2.3 Will know about John Keats</p>		<p>Unit-2 Poetry in Neoclassical and Romantic Age</p> <p>2.1 Alexander Pope:</p> <p>2.2 Examine The Rape of the Lock - Canto III</p> <p>2.3 Significance of The Rape of the Lock - Canto III</p> <p>2.4 Analyse work of Alexander Pope</p> <p>2.5 William Wordsworth</p> <p>2.6 Examine Solitary Reaper</p> <p>2.7 Examine <i>Daffodils</i></p>	



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		2.8 Significance of Solitary Reaper 2.9 Significance of Daffodils 2.10 Analyse work of William Wordsworth 2.11 John Keats 2.12 Significance of Ode to Autumn 2.13 Examine Ode to Autumn 2.14 Examine work of John Keats	
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CO.3. Student will be able to identify, interpret, analyze and appreciate the various elements of poetry.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	01
SL	01
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Understanding The Poetry of Victorian Age. SO3.2 Understanding the poetry of Alfred Lord SO3.3 will also understand Dover Beach by Matthew Arnold	.	Unit-3 Poetry in Victorian Age 3.1 Alfred Lord Tennyson 3.2 Significance of Break Break Break 3.3 Examine Break Break Break 3.4 Examine work of Alfred Lord Tennyson 3.5 Robert Browning 3.6 significance of E. The Last Ride Together 3.7 Examine E. The Last Ride Together 3.8 Examine work of Robert Browning 3.9 Matthew Arnold 3.10 Examine Dover Beach 3.11 Significance of Matthew Arnold 3.12 Examine work of Matthew Arnold	

CO.4 Student will be able to develop literary intellect,.

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	01
SL	01
Total	16



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding of Indian Poetry SO4.2 Understanding the Indian Weavers. SO4.3 Will gain knowledge of Gitanjali Song	.	Unit-4 :Indian Poetry 4.1.Toru Dutt 4.2Significance of Our Casuarina Tree. Sita 4.3Examined Our Casuarina Tree. Sita 4.4Examined Works of Toru Dutt 4.5 Sarojini Naidu: 4.6Examine role of Sarojini Naidu 4.7 significance of Indian Weavers 4.8Significance of Indian Weavers 4.9Examine works of Sarojini Naidu 4.10Rabindranath Tagore 4.11Role of Rabindranath Tagore 4.12Significance of Gitanjali Song No 4.13Examine Gitanjali Song No 4.14Examine work of Rabindranath Tagore	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
1 The Study of Poetry will not only instruct and delight the students,	12	01	01	14
2- Student will be able to have positivity, creativity and a new way of thinking After the study of this paper, the students will be able:	14	01	01	16
3:- Student will be able to identify, interpret, analyze and appreciate the various elements of poetry	12	01	01	14
4 Student will be able to develop literary intellect and to appreciate the lyrical and sonorous quality of language	14	01	01	16
Total Hours	52	05	05	62



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Literature and its classification	01	01	03	05
CO-2	Poetry in Neoclassical and Romantic Age	01	01	03	05
CO-3	Poetry in Victorian Age	-	03	10	13
CO-4	Indian Poet	-	03	10	13
CO-5					
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Principles of Public Administration
 Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	"A History of Modern Poetry: Modernism and After-.	Perkins, David	Prism Books Pvt. Limited.	Paperback. 1989.
2	"John Donne- The Major Works OWC1 Carey, John and Donne, John. UK: Oxford University Press, 2009. Print	John and Donne, John	UK: Oxford University Press,	2009. Print
3	"John Keats: His Life and Poetry. I Ls Friends. Critics and After-Fame. "		Colvin, Sidney London: Macmillan.	
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna .			



A K S University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA/ BA (Hon's) Program

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Curriculum Development Team:

- 1- Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 2- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 4- Mr. Tarashankar Shukla ,SSD
- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 6- Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 7- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 8- Dr.Udaybhan Singh, Assistant Professor , Department of Arts



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, etc.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than before.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needed to succeed in competitive examinations to enhance job opportunities in various field related translation officers, teaching	Students will develop an appreciation of how the formal elements of Language band Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
Pos & PSOs -No.	Cos No.&Titles						SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)						SelfLearning(SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: 1 The Study of Poetry will not only instruct and delight the students,						SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. • Introduction to Literature and its classification 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15						As



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PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO- 2: Student will able to have positivity. creativity and a new way of thinking After the study of this paper, the students will be able	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5	Unit-2 Poetry in Neoclassical and Romantic Age 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO- 3:- Student will able to identify, interpret, analyze and appreciate the various elements of poetry	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5	Unit 3 Poetry in Victorian Age 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO- 4: Student will able to develop literary intellect and to appreciate the lyrical and sonorous quality of language	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5	Unit 4:Indian Poetry 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15



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Curriculum of BA Political Science
(Revised as on 01.08.2023)
Semester-I

Course Code: 01PO101

Course Title : Indian Constitution

Pre- requisite: This course can be opted by any student who has passed 12 th class .Student should have basic knowledge of constitution, government and political system.

Rationale: Students will learn about the constitutional development in India.They will also answer how constituent assembly was formed.They will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India. They will be able to identify the power division in constitutional setup.

Course Outcomes:

CO.1. Students will be able to understand the constitutional development in India.

CO.2. They will be able to answer how constituent assembly was formed.

CO.3. They will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.

CO.4. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

CO.5. They will be able to identify the power division in constitution.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01PO101	Indian Constitution	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment number 5 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
	01PO101	Indian Constitution	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1.Students will be able to understand the constitutional development in India.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	2
SL	0
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the Concept and making of Constitution</p> <p>SO1.2 Understand the salient features of constitution</p> <p>SO1.3 Understand the concept and meaning of Preamble</p> <p>SO1.4 Evaluate the importance of Fundamental Rights and duties</p> <p>SO1.5 Write meaningfull essay on directive principles of state policy</p>		<p>Unit 1- Genesis of the Indian Constitution and Salient Features</p> <p>1.1 Constitutional Development in India.</p> <p>1.2. Making of the Constituent Assembly:</p> <p>1.3.Making of the Constituent Assembly: History</p> <p>1.4. Making of the Constituent Assembly, Objectives.</p> <p>1.5. Salient Features of the Constitution:</p> <p>1.6.Federal Structure</p> <p>1.7. Separation of Powers</p> <p>1.8. Judicial Review</p> <p>1.9. Fundamental Rights</p> <p>1.10.Sovereignty</p> <p>1.11 Secularism</p> <p>1.12.Republicanism</p> <p>1.13 Preamble</p> <p>1.14 Fundamental Rights and Duties.</p> <p>1.15 Directive Principles of State Policy.</p> <p>1.16. Procedure for Constitutional Amendment</p> <p>1.17 Amendment Procedures</p> <p>1.18 Types of Amendments</p>	

CO.2.Students will be able to answer how constituent assembly was formed.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0



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Total	20
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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about types of legislative system. SO2.2 Understanding about the functioning of Parliament. SO2.3 Preparation of presentation on Procedure of the Parliament. SO2.4 Understanding the composition and functioning of Vidhan Sabha. SO2.5 Understanding the composition and functioning of Vidhan Parishad.	.	UNIT 2-Legislature 2.1 Legislature 2.2. Central Legislature 2.3. Indian Parliament 2.4 Composition of the Lok Sabha 2.5. Functions of the Lok Sabha 2.6. Composition of the Rajya Sabha 2.7. Functions of the Rajya Sabha. 2.8. Speaker of the Lok Sabha - Role, 2.9. Speaker of the Lok Sabha - Power 2.10 Speaker of the Lok Sabha - Functions. 2.11 Independence and Impartiality of the Speaker. 2.12. Legislative procedure of the Parliament. 2.13. State Legislature 2.17. Vidhan Sabha - Composition. 2.18. Vidhan Sabha - Functions. 2.19 Vidhan Parishad - Composition. 2.20 Vidhan Parishad – Functions.	

CO 3. Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Union Executive SO3.2 Understanding about the power, functions and role of	.	Unit-3 :Executive 3.1. Union Executive 3.2 President-Power 3.3. President- Functions. 3.4. Emergency Powers of President of India	



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President. SO3.3 Understanding the concept of functioning of Executive. SO3.4 Understanding about the power and function of Governor. SO3.54 Understanding about the power and function of Chief Minister		3.5 Prime Minister - Role 3.6 Prime Minister - Functions. 3.7 Council of Ministers 3.8 Council of Ministers - Composition, 3.9 Council of Ministers - Role 3.10 Council of Ministers - Functions. 3.11. State Executive 3.12 Governor- Power 3.13 Governor- Functions. 3.14. Chief Minister- 3.15 Chief Minister- Power 3.16 Chief Minister- Functions. 3.17 Council of Ministers. 3.18. Council of Ministers- Power 3.19. Cabinet minister 3.20. state minister deputy minister	
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CO 4: Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the concept of Judiciary. SO4.2 Preparation of table of composition of courts. SO4.3 Understanding about various constitutional bodies. SO4.4 Understanding about the composition and Jurisdiction	.	Unit-4 :Judiciary and Other Constitutional Bodies 4.1. Supreme Court -. 4.2. Supreme Court - Composition 4.3. Supreme Court – Jurisdiction 4.4. High Court 4.5. High Court-Composition 4.6. High Court- Jurisdiction 4.7. Constitutional Bodies 4.8. Election Commission. Functions. 4.9. Election Commission Power 4.10. Union Public Service Commission.	



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of High court. SO4.5 Preparation of table of power and work of Supreme court and High court.		4.11. Union Public Service Commission. Functions 4.12. Union Public Service Commission Power 4.13. National Commission for SC's. Functions 4.14. National Commission for SC's. Power 4.15. National Commission for ST's. Functions 4.16. National Commission for ST's. Power 4.17. State Public Service Commission. 4.18. State Public Service Commission –Functions	
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CO 5-Students will be able to identify the power division in constitution.

Item	Appx Hours
CI	14
LI	0
SW	0
SL	0
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of division of power SO5.2 Understanding about concept of relation between Centre and State. SO5.3 Understanding about Legislative and Administrative relations. SO5.4 Understanding about the concept of Local self Government. SO5.5 Understanding about the financial relations.		Unit 5 : Division of Powers 5.1. Centre state Relations 5.2. Legislative Relations. 5.3. Administrative Relations. 5.4. Financial Relations. 5.5. Local Self Government- 73th Amendment. 5.6. Structure of Panchayati Raj Institutions 5.7. Functions and Responsibilities of Panchayats 5.8. Elections and Reservation of Seats 5.9. Financial Provisions and Empowerment of Local Bodies 5.10. Local Self Government -74th Amendment. 5.11. Structure of Urban Local Bodies: 5.12 Municipalities 5.13. Functions and Responsibilities of Urban Local Bodies 5.14. Governance	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1: Students will be able to understand the constitutional development in India.	18	0	0	18
CO2- Students will be able to answer how constituent assembly was formed.	20	0	0	20
CO3- Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India	20	0	0	20
CO4 - Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India	18	0	0	18
CO5- Students will be able to identify the power division in constitution.	18	0	0	18
Total Hour	90	00	00	90

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Genesis of the Indian Constitution and Salient Features	01	02	02	05
CO-2	Legislature	1	2	2	05
CO-3	Executive	1	02	10	13
CO-4	Judiciary and Other Constitutional Bodies	-	02	11	13
CO-5	Division of Powers	01	03	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian Constitution will be held with written examination of 50 marks



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Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2	Introduction to the Constitution of India	Basu Durgadas	Lexis Nexis,21"	Edition, 2013
3	. "The Constitution of India", .	Bakshi, P M	Universal Law Publishing, Delhi,	Edition2017
4	"The Indian Constitution: Cornerstone of a Nation"	G. Austin	Oxford University Press, Oxford,	Edition 1996
5	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive examinations or choose the most	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and explain the role of constitution in a democratic	Students will be able to explain the Governmental mechanism from Gram panchayat to Parliament and can suggest solutions over various issues in its functioning and	Students will use various political concepts and ideology to analyze new situations.
CO.1	3	3	2	2	1	2	1	1	1	2	1	3	2	3	3
CO.2	3	2	2	2	2	1	1	2	1	1	1	2	1	3	3
CO.3	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO.4	3	3	3	2	1	2	2	1	2	1	1	3	3	3	3
CO.5	3	3	2	2	1	2	1	1	1	1	2	3	3	3	3



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Course Curriculum Map

Pos & PSOs - No.	Cos No. & Titles	SOs No.	Lab oratory Instruction(LI)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: Students will be able to understand the constitutional development in India.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Genesis of the Indian Constitution and Salient Features 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 2: -Students will be able to answer how constituent assembly was formed.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Legislature 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Executive 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18,3.19,3.20	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Judiciary and Other Constitutional Bodies 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18,4.19,4.20,	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 5: Students will be able to identify the power division in constitution.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Division of Powers 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14	



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AKS University
Faculty of Social Science and Humanities
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Curriculum of BA Political Science
(Revised as on 01.08.2023)
Semester-I

Course Code: 01PO101

Course Title : Indian Constitution

Pre- requisite: This course can be opted by any student who has passed 12 th class .Student should have basic knowledge of constitution, government and political system.

Rationale: Students will learn about the constitutional development in India.They will also answer how constituent assembly was formed.They will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India. They will be able to identify the power division in constitutional setup.

Course Outcomes:

CO.1. Students will be able to understand the constitutional development in India.

CO.2. They will be able to answer how constituent assembly was formed.

CO.3. They will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.

CO.4. They will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India.

CO.5. They will be able to identify the power division in constitution.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	01PO101	Indian Constitution	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
	01PO101	Indian Constitution	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1.Students will be able to understand the constitutional development in India.

Approximate Hours	
Item	Appx Hrs.
CI	18
LI	0
SW	2
SL	0
Total	20

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
	SO1.1 Understand the Concept and making of Constitution SO1.2 Understand the salient features of constitution SO1.3 Understand the concept and meaning of Preamble SO1.4 Evaluate the importance of Fundamental Rights and duties SO1.5 Write meaningful essay on directive principles of state policy		Unit 1- Genesis of the Indian Constitution and Salient Features 1.1 Constitutional Development in India. 1.2. Making of the Constituent Assembly: 1.3.Making of the Constituent Assembly: History 1.4. Making of the Constituent Assembly, Objectives. 1.5. Salient Features of the Constitution: 1.6.Federal Structure 1.7. Separation of Powers 1.8. Judicial Review 1.9. Fundamental Rights 1.10.Sovereignty 1.11 Secularism 1.12.Republicanism 1.13 Preamble 1.14 Fundamental Rights and Duties. 1.15. Directive Principles of State Policy. 1.16. Procedure for Constitutional Amendment 1.17 Amendment Procedures 1.18 Types of Amendments	

CO.2-Students will be able to answer how constituent assembly was formed.

Approximate Hours	
Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Concept about types of legislative system.</p> <p>SO2.2 Understanding about the functioning of Parliament.</p> <p>SO2.3 Preparation of presentation Procedure of the Parliament.</p> <p>SO2.4 Understanding the composition and functioning of Vidhan Sabha..</p> <p>SO2.5 Understanding the composition and functioning of Vidhan Parishad.</p>	.	<p>UNIT 2-Legislature</p> <p>2.1 Legislature</p> <p>2.2. Central Legislature</p> <p>2.3. .Indian Parliament</p> <p>2.4 Composition of the Lok Sabha</p> <p>2.5. Functions of the Lok Sabha</p> <p>2.6. Composition of the Rajya Sabha</p> <p>2.7. Functions of the Rajya Sabha.</p> <p>2.8. Speaker of the Lok Sabha - Role,</p> <p>2.9. Speaker of the Lok Sabha - Power</p> <p>2.10 Speaker of the Lok Sabha - Functions.</p> <p>2.11 Independence and Impartiality of the Speaker.</p> <p>2.12. Legislative procedure of the Parliament.</p> <p>2.13. State Legislature</p> <p>2.17. Vidhan Sabha - Composition.</p> <p>2.18. Vidhan Sabha - Functions.</p> <p>2.19 Vidhan Parishad - Composition.</p> <p>2.20 Vidhan Parishad – Functions.</p>	

CO.3: Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of Union Executive</p> <p>SO3.2 Understanding about the power, functions and role of President.</p>	.	<p>Unit-3 :Executive</p> <p>3.1. Union Executive</p> <p>3.2 President-Power</p> <p>3.3. President- Functions.</p> <p>3.4. Emergency Powers of President of India</p> <p>3.5 .Prime Minister - Role</p>	



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<p>SO3.3 Understanding the concept of functioning of Executive.</p> <p>SO3.4 Understanding about the power and function of Governor.</p> <p>SO3.54 Understanding about the power and function of Chief Minister</p>	<p>3.6 Prime Minister - Functions. 3.7 Council of Ministers 3.8 Council of Ministers - Composition, 3.9 Council of Ministers - Role 3.10 Council of Ministers - Functions. 3.11. State Executive 3.12 Governor- Power 3.13 Governor- Functions. 3.14. Chief Minister- 3.15 Chief Minister- Power 3.16 Chief Minister- Functions. 3.17 Council of Ministers. 3.18. Council of Ministers- Power 3.19. Cabinet minister 3.20. state minister deputy minister</p>
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CO4: Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO4.1 Understanding about the concept of Judiciary.</p> <p>SO4.2 Preparation of table of composition of courts.</p> <p>SO4.3 Understanding about various constitutional bodies.</p> <p>SO4.4 Understanding about the composition and Jurisdiction of High court.</p>	<p>.</p>	<p>Unit-4 :Judiciary and Other Constitutional Bodies 4.1. Supreme Court - 4.2. Supreme Court - Composition 4.3. Supreme Court – Jurisdiction 4.4. High Court 4.5. High Court-Composition 4.6. High Court- Jurisdiction 4.7. Constitutional Bodies 4.8. Election Commission. Functions. 4.9. Election Commission Power 4.10. Union Public Service Commission. 4.11. Union Public Service Commission. Functions</p>	



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SO4.5 Preparation of table of power and work of Supreme court and High court.		4.12. Union Public Service Commission Power 4.13. National Commission for SC's. Functions 4.14. National Commission for SC's. Power 4.15. National Commission for ST's. Functions 4.16. National Commission for ST's. Power 4.17. .State Public Service Commission. 4.18. State Public Service Commission –Functions	
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CO 5-Students will be able to identify the power division in constitution.

Item	Appx Hours
CI	14
LI	0
SW	0
SL	0
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of division of power SO5.2 Understanding about concept of relation between Centre and State. SO5.3 Understanding about Legislative and Administrative relations. SO5.4 Understanding about the concept of Local self Government. SO5.5 Understanding about the financial relations.		Unit 5 : Division of Powers 5.1. Centre state Relations 5.2. Legislative Relations. 5.3. Administrative Relations. 5.4. Financial Relations. 5.5. Local Self Government- 73th Amendment. 5.6. Structure of Panchayati Raj Institutions 5.7. Functions and Responsibilities of Panchayats 5.8. Elections and Reservation of Seats 5.9. Financial Provisions and Empowerment of Local Bodies 5.10. Local Self Government -74th Amendment. 5.11. Structure of Urban Local Bodies: 5.12 Municipalities 5.13. Functions and Responsibilities of Urban Local Bodies 5.14. Governance	

Brief of Hours suggested for the Course Outcome



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Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1: Students will be able to understand the constitutional development in India.	18	0	0	18
CO2- Students will be able to answer how constituent assembly was formed.	20	0	0	20
CO3- Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India	20	0	0	20
CO4 - Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India	18	0	0	18
CO5- Students will be able to identify the power division in constitution.	18	0	0	18
Total Hour	90	00	00	90

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Genesis of the Indian Constitution and Salient Features	01	02	02	05
CO-2	Legislature	1	2	2	05
CO-3	Executive	1	02	10	13
CO-4	Judiciary and Other Constitutional Bodies	-	02	11	13
CO-5	Division of Powers	01	03	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian Constitution will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2	Introduction to the Constitution of India	Basu Durgadas	Lexis Nexis,21"	Edition, 2013
3	. "The Constitution of India", .	Bakshi, P M	Universal Law Publishing, Delhi,	Edition2017
4	"The Indian Constitution: Cornerstone of a Nation"	G. Austin	Oxford University Press, Oxford,	Edition 1996
5	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			

CO-PO Mapping:



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12	PS O1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of	The B.A. graduates will be acquainted with the social, historical, geographical, political, economic, and cultural aspects of the Indian society.	The program also empowers the graduatesto appear for various competitive examinations.	The B. A. program enables the students to acquire the knowledge with the help of the program.	The students will be ignited enough to think and act over for the solution of various problems.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and	Students will be able to explain the Governmental	Students will use various political concepts and
CO.1	3	3	2	2	1	2	1	1	1	2	1	3	2	3	3
CO.2	3	2	2	2	2	1	1	2	1	1	1	2	1	3	3
CO.3	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO.4	3	3	3	2	1	2	2	1	2	1	1	3	3	3	3
CO.5	3	3	2	2	1	2	1	1	1	1	2	3	3	3	3

Course Curriculum Map



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Pos & PSO s /*- No.	Cos No. & Titles	SOs No.	Labo rator y Instru ction (LI)	Classroom Instruction(CI)	Self Learning(S L)
PO: 1,2,3,4,5, 6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: Students will be able to understand the constitutional development in India.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Genesis of the Indian Constitution and Salient Features 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Ment ioned in Page no. — to — —
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 2: -Students will be able to answer how constituent assembly was formed.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Legislature 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8, 2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 3: Students will be able to describe the significance of the Preamble, Fundamental rights and Directive Principles of State Policy in the constitutional design of India.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Executive 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8, 3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18,3.19,3.20	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Students will be able to answer questions pertaining to the function and role of the President, Prime Minister, Governor, Chief Minister, Parliament and State legislature, and the courts in the Constitutional design of India	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Judiciary and Other Constitutional Bodies 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18,4.19,4.20,	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 5: Students will be able to identify the power division in constitution.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Division of Powers 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14	



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AKS University
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Department of Arts
Curriculum of BA SOCIOLOGY
(Revised as on 01.08.2023)

Semester-I

Course Code: 01HI101
Course Title : History of Ancient India (from Early to 1205 AD)
Pre- requisite: This course can be opted by any student who has passed 12 th class
Rationale: **'It's all about India's glorious past.**

The students will learn to analyze the various stage of evolution and development of man in the Prehisrtoric, Prohistoric and Historic age. To have an in depth knowledge about the ancient civilization of India like Indus -Saraswati civilization, Vediccivilization, later Vedic civilization etc.

Course Outcomes:

The students will learn to;

- 01HI101.1**-Analyze the various stage of evolution and development of man in the Prehisrtoric, Protohistoric and Historic age.
- 01HI101.2**-To have an in depth knowledge about the ancient civilization of India like Indus - Saraswati civilization, Vediccivilization, later Vedic civilization etc.
- 01HI101.3**-To explain in detail about golden past of India during the Mauryan and Gupta period, their conquests, art, architecture and literature etc.
- 01HI101.4** -They will also able to write meningful essays on the nature state, society and economy during Early Medieval dynasties of Northern India.
- 01HI101.5** - They will also able to write meningful essays on the brave and courageous Rajput clans and the South Indian dynasties of India.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	1HI101	History of Ancient India (from Early to 1205 Ad)	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	1HI101	History of Ancient India from (Early to 1205 AD)	15	20	5	5	5	50	50	100	

Course-Curriculum Detail

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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01HI101.1 Students will be Analyze the various stage of evolution and development of man in the Prehisrtori, Prohistoric and Historic age and also aquire knowledge about ancient civilization and Vedicage, religious and cultural life.

Approximate Hours

Item	Appx Hrs.
CI	24
LI	0
SW	1
SL	1
Total	26

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the Concept and nature of History</p> <p>SO1.2 Understand the Concept of tool and technique during Pre historic period.</p> <p>SO1.3 Understand the concept behind town planning of Harappan civilization</p> <p>SO1.4 Evaluate the culture and political condition of vedic Period</p> <p>SO1.5 Write meaningfull essay on economic andition and religious life of Vedic period</p>		<p>UNIT 1 Prehistoric and Protohistoric Period-</p> <p>1.1 meaning of History</p> <p>1.2 ,Nature of History</p> <p>1.3 scope of History</p> <p>1.4 significance of History</p> <p>1.5 Various Sources of Ancient Indian History.</p> <p>1.6 Geographical Condition of Ancient India.</p> <p>1.7 Prehistoric India ; Stone Age –Paleolithic</p> <p>1.8 Mesolithic</p> <p>1.9 Neolithic</p> <p>1.10Chalcolithic Cultures</p> <p>1.11Protohistoric India-Indus</p> <p>1.12Saraswati civilization origin</p> <p>1.13expansion & different arts</p> <p>1.14The New centres of Harappan Civilization</p> <p>1.15 Vedic Culture</p> <p>1.16. Rig Vedic Period</p> <p>1.17 Political condition of Vedic Period</p> <p>1.18 Social Condition of Vedic Period</p> <p>1.19 Economic condition of Vedic Period</p> <p>1.20 Religious Condition of Vedic Period</p> <p>1.21 Post Vedic period - Political</p> <p>1.22 Social condition of Post Vedic Period</p> <p>1.23 Economic condition of Post Vedic Period</p> <p>1.24 Religious Condition of Post Vedic Period.</p>	



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01HI101.2-Student will learn in detail about golden past of India during the Mauryan Empire, their achievements, their conquests, art, architecture and literature.

Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	1
SL	1
Total	25

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Concept about emergence of state and second urbanization.</p> <p>SO2.2 Understanding about the religious revolution in northern India</p> <p>SO2.3 Preparation of presentation on Mauryan dynasty</p> <p>SO2.4 Understanding the culture and architecture of post mauryan empire.</p> <p>SO2.5 Understanding the achievements of rulers of post mauryan empire.</p>	.	<p>UNIT 2- Mauryan and Post Mauryan Period</p> <p>2.1 Mahajanapadas</p> <p>2.2 Republics in 6th cen. BC.</p> <p>2.3 Religious Revolution in North India</p> <p>2.4 Jainism</p> <p>2.5 Philosophy of Jainism</p> <p>2.6 Buddhism.</p> <p>2.7 Philosophy of Buddhism</p> <p>2.8 Rise of Magadha.</p> <p>2.9 Alexander's Invasion</p> <p>2.10 Impact of Alexander's Invasion</p> <p>2.11 Establishment of Mauryan Dynasty</p> <p>2.12 Sources of Mauryan Dynasty</p> <p>2.13 Chandragupta Maurya</p> <p>2.14 Administration of Chandragupta Maurya</p> <p>2.15 Ashoka and his Dhamma</p> <p>2.16 Mauryan Culture</p> <p>2.17 Architecture of Mauryan Period</p> <p>2.18 Decline of Mauryan Empire.</p> <p>2.19 Shunga Dynasty - Pushyamitra Shunga</p> <p>2.20 Achievements of Shunga Dynasty</p> <p>2.21 Satvahana dynasty</p> <p>2.22 Gautamiputra Shatkarni</p> <p>2.23 Achievements of Gautamiputra Shatkarni</p>	



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01HI101.3: Student will. Learn in detail about golden past of India during the Gupta period, their achievements, their conquests, art, architecture and literature.

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	1
SL	1
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept political condition of Gupta Period</p> <p>SO3.2 Understanding about the culture of Gupta Empire.</p> <p>SO3.3 Understanding the concept of Golden Age</p> <p>SO3.4 Understanding about the economic condition of Gupta and Post Gupta period.</p> <p>SO3.5 Understanding about the decline of Gupta empire.</p>	.	<p>Unit-3 : Gupta Period and Harshvardhan</p> <p>3.1-Establishment of Gupta Dynasty</p> <p>3.2 Chandragupta 1</p> <p>3.3-Samudragupta</p> <p>3.4 Chandragupta –II (Vikramaditya)</p> <p>3.5 Achievements of Kumargupta and Skandagupta</p> <p>3.6 Gupta culture</p> <p>3.7 Gupta Period - Golden Age</p> <p>3.8 Gupta –Vakataka relations</p> <p>3.9 Shakari Vikramaditya and his cultural achievements</p> <p>3.10-Divide of Gupta empire</p> <p>3.11 Various theories of decline of Gupta Empire</p> <p>3.12 Huna Invasion and its impact</p> <p>3.13-Pushybhuti Dynasty – Harshvardhan –</p> <p>3.14 Military campaigns –</p> <p>3.15 administration</p> <p>3.16 religious achievements</p>	

01HI101.4: Students will learn in detail about nature of state, society and economy during Early Medieval dynasties of Northern India

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	1
SL	1
Total	16



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of state during early medieval period. SO4.2 Preparation of table on various theories of origin of Rajputs SO4.3 Understanding about socio-economic reasons behind origin of Rajputs. SO4.4 Understanding about the history, culture and architecture of Northern Indian Dynasties. SO4.5 Preparation of table of achievements of north Indian dynasties and their rulers.	.	Unit-4 :Early Medieval Dynasties of Northern India 4.1 Origin of the Rajputs 4.2 Different theories 4.3 Various Social Reasons 4.4 Various Political reasons 4.5 Various Cultural reasons 4.6 Major Rajput dynasties :Gurjar Pratihara Dynasty 4.7 Chandela Dynasty 4.8 Parmara Dynasty 4.9 Kalchuri Dynasty 4.10 History of various regional dynasties 4.11 Culture of various regional dynasties 4.12 Architecture Various regional dynasties 4.13 Bhoj 4.14 Cultural achievements of Raja Bhoj	

01HI101.5: Students will know about brave and courageous Rajput clans and the South Indian dynasties of India

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	1
SL	1
Total	18



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of state and administration SO5.2 Preparation of table of cultural achievements of rulers. SO5.3 Understanding about reason behind arab invasion and impact. SO5.4 Understanding about the reason of Turk invasions and impacts SO5.5 Understanding about the history, culture and architecture of south Indian dynasties.		Unit 5: South Indian Dynasties and Foreign Invasions on India 5.1 Major dynasties of South Indian 5.2 Pallava dynasty 5.2 Chalukya Dynasty , 5.3 Rastrakuta dynasty 5.4 Chola dynasty 5.5 History 5.6 Culture 5.7 Architecture 5.8 Expansion of Indian Culture in South East Asia 5.9 Arab Invasion on India 5.10 Impact of Arab Invasions 5.11 Mohammad Bin Qasim 5.12 Turk Invasions on India 5.13 Impact of Turk Invasions 5.14 Mehmud Ghaznevi 5.15 Mohammad Ghori 5.16 Impact and Nivasiyon of Mohammed Ghori	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+S W+SI)
.1: Analyze the various stage of evolution and development of man in the Prehistoric , Prohistoric and Historic age	24	1	1	26
.2: To explain in detail about golden past of India during the Mauryan and Post Mauryan period, their conquests ,art ,architecture and literature etc.	23	1	1	25
3: To explain in detail about golden past of India during the Gupta period ,their conquests ,art ,architecture and literature etc.	16	1	1	18
4 They will also able to write meaningful essays on the nature state, society and economy during Early Medieval dynasties of Northern India.	14	1	1	16
5- They will also able to write meaningful essays on the brave and courageous Rajput clans and the South Indian dynasties of India.	16	1	1	18
Total Hours	93	05	05	103



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Prehistoric and Protohistoric Period	01	02	02	05
CO-2	Mauryan and Post Mauryan Period	01	02	02	05
CO-3	Gupta Period and Harshvardhan	1	02	10	13
CO-4	Early Medieval Dynasties of Northern India.	-	02	11	13
CO-5	South Indian Dynasties and Foreign Invasions on India	01	03	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S.No.	Title	Author	Publisher	Edition &Year
1	History of Ancient India.	Sharma R S	Oriental Blackswon ,New Delhi	Edition 2022
2	□□□□□□□□□□□□□□□□ □□□	□□□□□□□□□□□□□□□□□□ □□□ .	□□□□□□□□□□□□□□□□□□	Edition 2022
3	□□□□□□□□□□□□□□□□ □□□	□□□□□□□□□□	Sahitya Bhavan Publication House Agra	Edition 2022
4	Dr. Pushpa Soni Dept. of Arts, AKS University, Satna .			



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Curriculum Development Team:

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- 2- Mr. Gaurav Singh , Assistant Professor, Department of Arts
- 3- Mr, Rajeev Bairagi, Assistant Professor
- 4- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 6- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 7- Dr.Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited enough to think and act over for the solution of various	Programme provides the	Environment and sustainability.	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and	Develop the skills needs to succeed in competitive examinations to enhance job	Discuss the development in art and architecture language nd literature
CO 1	3	3	2	2	1	2	1	1	1	2	1	3	2	3	3
CO 2	2	2	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 3	3	1	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 4	2	3	2	2	0	3	1	1	1	1	1	3	3	3	3
CO 5	1	2	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs& PSOs - No.	CosNo.&Titles	SOsNo.	La bor ato ryI nstr ucti on(LI)	Classroom Instruction(CI)	SelfLearni ng(SL)
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO:1,2,3	CO- 1: Students will Analyze the various stage of evolution and development of man in the Prehisrtoric , Protohistoric and Historic age	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Prehistoric and Protohistoric Period 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9,1.10,1.11,1.12,1.13,1.14,1.15,1. 16,1.17,1.18,1.19,1.20,1.21,1.22,1. 23,1.24	As Mentione d in Page no. _____ to _____
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO: 1,2,3	CO- 2: Student will . learn in detail about golden past of India during the Mauryan empire ,their achievements ,their conquests ,art ,architecture and literature ..	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Mauryan and Post Mauryan Period 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8 ,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2. .16,2.17,2.18,2.19,2.20,2.21,2.22,2. 23	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO: 1,2,3	CO- 3: Student will . learn in detail about golden past of India during the Gupta period ,their achievements ,their conquests ,art ,architecture and literature	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Gupta Period and Harshvardhan 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9, 3.10,3.11,3.12,3.13,3.14,3.15,3.16	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO: 1,2,3	CO- 4: Students will learn in detail about nature of state ,society and economy during Early Medieval dynasties of Northern India	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4:Early Medieval dynasties of Northern India 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4. 9,4.10,4.11,4.12,4.13, 4.14	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO: 1,2,3	CO- 5: Students will know about brave and courageous Rajput clans and the South Indian dynasties of India	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: South Indian dynasties and foreign Invasions on India 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5. 9,5.10,5.11,5.12,5.13,5.14,5.15, 5.16	



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Semester-I

Course Code: 01EN101

Course Title : Study of Poetry

Pre- requisite: The student must have passed graduation degree from any stream, and is interested in getting information about political science.

Rationale: The Study of Poetry will not only instruct and delight the students, but also inspire them to have positivity. Creativity and a new way of thinking After the study of this paper, the students will be able: to identify, interpret, analyze and appreciate the various elements of poetry, to develop literary intellect, and to appreciate the lyrical and sonorous quality of language.

Course Outcomes:

- 01EN101.1 The Study of Poetry will not only instruct and delight the students,
- 01EN101.2 Student will be able to have positivity. Creativity and a new way of thinking after the study of this paper, the students will be able:
- 01EN101.3 Student will be able to identify, interpret, analyze and appreciate the various elements of poetry
- 01EN101.4 Student will be able to develop literary intellect.
- 01EN101.5 Student will be able to appreciate the lyrical and sonorous quality of language.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	01EN101	Study of Poetry	4	02	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)



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SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT +AT)		
Program core	01EN 101	Study of Poetry	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: The Study of Poetry will not only instruct and delight the students,

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	01
SL	01
Total	14



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the literature and its classification</p> <p>SO1.2 We will understand the Scope of Poetry from Chaucer to Milton</p> <p>SO1.3 Understand the Poetry of John Donne and Milton</p>		<p>Unit-1 Introduction to Literature and its classification</p> <p>1.1 Poetry from Chaucer to Milton</p> <p>1.2 Figures of Speech:</p> <p>1.3 Definition of Poetry</p> <p>1.4 Different ages with different socio-economic</p> <p>1.5 political backgrounds</p> <p>1.6 Literary Terminology</p> <p>1.7 Geoffrey Chaucer: The Wife of Bath</p> <p>1.8 The Pardoner (from <i>The Prologue to The Canterbury Tales</i>)</p> <p>1.9 John Donne:</p> <p>1.10 Death Be Not Proud</p> <p>1.11 John Milton</p> <p>1.12 On His Blindness</p>	

CO.2- Student will be able to have positivity, Creativity and a new way of thinking after the study of this paper, the students will be able:

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	01
SL	01
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Will know the meaning of Poetry of Neoclassical and Romantic Age.</p> <p>SO2.2 Will understand the Poetry of William Wordsworth</p> <p>SO2.3 Will know about John Keats</p>		<p>Unit-2 Poetry in Neoclassical and Romantic Age</p> <p>2.1 Alexander Pope:</p> <p>2.2 Examine The Rape of the Lock - Canto III</p> <p>2.3 Significance of The Rape of the Lock - Canto III</p> <p>2.4 Analyse work of Alexander Pope</p> <p>2.5 William Wordsworth</p> <p>2.6 Examine Solitary Reaper</p> <p>2.7 Examine The Thidils</p> <p>2.8 Significance of Solitary Reaper</p>	



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		2.9 Significance of Ode to Autumn 2.10 Analyse work of William Wordsworth 2.11 John Keats 2.12 Significance of Ode to Autumn 2.13 Examine Ode to Autumn 2.14 Examine work of John Keats	
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CO.3 Student will be able to identify, interpret, analyze and appreciate the various elements of poetry.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	01
SL	01
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Understanding The Poetry of Victorian Age. SO3.2 Understanding the poetry of Alfred Lord SO3.3 will also understand Dover Beach by Matthew Arnold	.	Unit-3 Poetry in Victorian Age 3.1 Alfred Lord Tennyson 3.2 Significance of Break Break Break 3.3 Examine Break Break Break 3.4 Examine work of Alfred Lord Tennyson 3.5 Robert Browning 3.6 significance of E. The Last Ride Together 3.7 Examine E. The Last Ride Together 3.8 Examine work of Robert Browning 3.9 Matthew Arnold 3.10 Examine Dover Beach 3.11 Significance of Matthew Arnold 3.12 Examine work of Matthew Arnold	



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CO.4. Student will able to develop literary intellect,.

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	01
SL	01
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding of Indian Poetry SO4.2 Understanding the Indian Weavers . SO4.3 Will gain knowledge of Gitanjali Song	.	Unit-4 :Indian Poetry 4.1.Toru Dutt 4.2Significance of Our Casuarina Tree. Sita 4.3Examined Our Casuarina Tree. Sita 4.4Examined Works of Toru Dutt 4.5 Sarojini Naidu: 4.6Examine role of Sarojini Naidu 4.7 significance of Indian Weavers 4.8Significance of Indian Weavers 4.9Examine works of Sarojini Naidu 4.10Rabindranath Tagore 4.11Role of Rabindranath Tagore 4.12Significance of Gitanjali Song No 4.13Examine Gitanjali Song No 4.14Examine work of Rabindranath Tagore	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
1 The Study of Poetry will not only instruct and delight the students,	12	01	01	14
2- Student will able to have positivity. creativity and a new way of thinking After the study of this paper, the students will be able:	14	01	01	16
3:- Student will able to identify, interpret, analyze and appreciate the various elements of poetry	12	01	01	14
4 Student will able to develop literary intellect and to appreciate the lyrical and sonorous quality of language	14	01	01	16
Total Hours	52	05	05	62



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Literature and its classification	01	01	03	05
CO-2	Poetry in Neoclassical and Romantic Age	01	01	03	05
CO-3	Poetry in Victorian Age	-	03	10	13
CO-4	Indian Poetry	-	03	10	13
CO-5					
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Principles of Public Administration will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	"A History of Modern Poetry: Modernism and After-.	Perkins, David	Prism Books Pvt. Limited.	Paperback. 1989.
2	"John Donne- The Major Works OWC1 Carey, John and Donne, John. UK: Oxford University Press, 2009. Print	John and Donne, John	UK: Oxford University Press,	2009. Print
3	"John Keats: His Life and Poetry. I Ls Friends. Critics and After-Fame. "		Colvin, Sidney London: Macmillan.	
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna .			



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Curriculum Development Team:

- 1- Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 2- Mr. Tarashankar Shukla ,SSD
- 3- Mr, Rajeev Bairagi, Assistant Professor
- 4- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 5- 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
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- 7- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 8- Dr.Udaybhan Singh, Assistant Professor , Department of Arts



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and confidence.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make the world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various field related translation officers , teaching ,Guide,	Students will develop an appreciation of how the formal elements of Language band Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

POs & PSOs - No.	Cos No.&Titles	SOsNo.	Laboratory	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: 1 The Study of Poetry will not only instruct and delight the students,	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. •Introduction to Literature and its classification 1.1,1.2,1.3,1.4,1.5,1.6,1.7 ,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 2: Student will able to have positivity. creativity and a new way of thinking After the study of this paper, the students will be able	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Poetry in Neoclassical and Romantic Age 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11 ,2.12,2.13,2.14,2.15	
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 3:- Student will able to identify, interpret, analyze and appreciate the various elements of poetry	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit 3 Poetry in Victorian Age 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11 ,3.12,3.13,3.14,3.15	



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PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Student will able to develop literary intellect and to appreciate the lyrical and sonorous quality of language	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5	Unit 4:Indian Poetry 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8, 4.9,4.10,4.11,4.12,4.13,4.14,4.15	
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Semester-I

Course Code:	03NC103
Course Title :	NCC Awareness
Pre-requisite:	Certificate course with Sociology as major subject
Rationale:	Students studying NCC Awareness theory,

Course Outcomes:

CO.1 to develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.

CO.2 it also enlightens leadership qualities among young students.

CO.3 to promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.

CO.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality.

CO.5 it also provides knowledge about different social activity- treeplantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	03NC103	NCC Awareness	6	0	0	0	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	03NC103	NCC Awareness	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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03NC103.1. to develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	17

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO1.1 Understand the History of National Cadet Corps: SO1.2 Understand the National Cadet Corps of Independent India. SO1.3 Understand the Aims and Objectives SO1.4 Preparation of NCC Flag SO1.5 Preparation of NCC song.		Unit 1 History of National Cadet Corps: 1.1 Founding of the National Cadet Corps (NCC) 1.2. Early Development and Structure 1.3. Integration into Indian Armed Forces 1.4. World War II and the NCC 1.5. Post-Independence Reorganization 1.6. NCC in the 1950s and 1960s 1.7. Expansion and Growth in the 1970s 1.8. Introduction of New Training Programs 1.9. NCC's Role in National Integration 1.10. Women's Involvement in the NCC 1.11. Major NCC Camps and Events 1.12. Partnerships with Educational Institutions 1.13. Modernization and Technological Advancements 1.14. Recent Initiatives and Reforms 1.15. Impact of the NCC on Youth Development	

03NC103.2 It also enlightens leadership qualities among young students.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01



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Total	17
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Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO2.1 Understand about the Na, of Lectures SO2.2 Understanding about the Navy and Air Force SO2.3 Preparation of Army SO2.4 Understanding the command and control SO2.5 Preparation of Honors and Awards	.	Unit-2 Introduction to Defence Services: 2.1 History and Evolution of Defense Services 2.2 Roles and Functions of the Armed Forces 2.3 Branch Structure: Army, Navy, and Air Force 2.4 Basic Training and Recruitment Process 2.5 Military Ranks and Hierarchies 2.6 Defense Service Regulations and Protocols 2.7 National and International Defense Strategies 2.8 Key Military Equipment and Technology 2.9 Defense Service Careers and Specializations 2.10 Military Service and Civilian Life Integration 2.11 Defense Budget and Funding 2.12 Peacekeeping and Humanitarian Missions 2.13 Military Ethics and Leadership Principles 2.14 Impact of Defense Services on National Security 2.15 Future Trends and Challenges in Defense Services	

03NC103.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1 Meaning and concept of Introduction to personality development SO3.2 understand the meaning of personality development SO3.3 Understanding the Change your mind set SO3.4 Understanding about Decision making SO3.5 understand the Team work	.	Unit-3 Personality development: 3.1 Self-Awareness and Self-Assessment 3.2 Goal Setting and Achievement 3.3 Emotional Intelligence 3.4 Communication Skills 3.5 Time Management and Organization 3.6 Leadership and Teamwork 3.7 Conflict Resolution and Problem-Solving 3.8 Stress Management and Resilience 3.9 Self-Discipline and Motivation 3.10 Critical Thinking and Decision Making 3.11 Adaptability and Flexibility 3.12 Public Speaking and Presentation Skills 3.13 Building Self-Esteem and Confidence 3.14 Networking and Relationship Building 3.15 Personal Branding and Professional Image	

03NC103.4 the aim of this subject is to develop the students of personality, physical and mental health, and social quality.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO4.1 Understanding about the Introduction of leadership SO4.2 Preparation of types of Leadership	.	4.0 Leadership: 4.1 Leadership Theories and Styles 4.2 Effective Communication in Leadership 4.3 Decision-Making Processes 4.4 Conflict Resolution and Mediation 4.5 Strategic Vision and Goal Setting	



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SO4.3 Understanding about the develop leadership SO4.4 Understanding about the Leadership traits SO4.5 Preparation of Leadership case study		4.6 Team Building and Motivation 4.7 Leadership Ethics and Integrity 4.8 Change Management and Innovation 4.9 Delegation and Empowerment 4.10 Leadership Development and Training 4.11 Crisis Management and Problem Solving 4.12 Performance Management and Feedback 4.13 Cultural Competence and Diversity 4.14 Mentoring and Coaching 4.15 Influence and Persuasion Techniques
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03NC103.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)
SO5.1 Understanding about the importance of first aid SO5.2 Preparation of types of first aid SO5.3 Understanding about the First Aid Scope SO5.4 Understanding about the objectives of first aid SO5.5 Preparation of Dressing of wounds.	.	Unit-5. First aid 5.1 Basic Life Support (BLS) 5.2 Cardiopulmonary Resuscitation (CPR) 5.3 Management of Choking 5.4 Control of Bleeding 5.5 Treatment of Burns and Scalds 5.6 Fractures and Immobilization 5.7 Wound Care and Dressing 5.8 Shock Management 5.9 Handling Poisoning 5.10 Heat Stroke and Hypothermia 5.11 Asthma Attack Response 5.12 Heart Attack First Aid 5.13 Seizure Management 5.14 Drowning and Near-Drowning Response



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		5.15 Bites and Stings Treatment
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
03NC103.1. To develop knowledge about discipline character, brotherhood, the Spirit of adventure and ideals of selfless service.	15	01	01	17
03NC103.2 It also enlightens leadership qualities among young students	15	01	01	17
03NC103.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc	15	01	01	17
03NC103.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality.	15	01	01	17
03NC103.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.	15	01	01	17
Total Hours	75	00	00	85

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	History of National Cadet Corps:	01	01	03	05
CO-2	Introduction to Defence Services:	01	01	03	05
CO-3	Personality development	-	03	10	13
CO-4	Leadership, first aid	-	03	10	13
CO-5	First aid	01	03	10	14



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Total	03	12	36	50
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Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for NCC Awareness will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment

Suggested Instructional/Implementation Strategies:

- Improved Lecture
- Tutorial
- Case Method
- Group Discussion
- Brainstorming

Suggested Learning Resources:

• **Books:**

S. No.	Title	Author	Publisher	Edition & Year
1	NCC Awareness	Allen G.D.	Macmillan London	Revised edition 21 edition 2020
2	NCC Awareness	Vaish M.C.	Vikas publishing house New Delhi	
4	Dr. Pushpa Soni Dept. of Arts, AKS University, Satna .			

Curriculum Development Team:

- 1- Dr. Pushpa Soni, Assistant Professor, Department of Arts
- 2- Mrs Prachi Singh, Teaching associate, Department of Arts
- 3- Mr. Gaurav Singh , Assistant Professor, Department of Arts
- 4- Mr, Rajeev Bairagi, Assistant Professor
- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 6- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 7- Dr. Udaybhan Singh, Assistant Professor , Department of Arts



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B.A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and
CO1	3	3	2	2	2	2	1	1	3	2	3	3	2	3	3
CO2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3
CO3	3	3	2	2	2	2	1	1	3	2	2	3	3	3	3
CO4	3	3	2	2	1	2	1	1	3	3	3	3	3	3	3
CO5	3	3	2	2	2	2	1	1	2	2	3	3	3	3	3



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Course Curriculum Map

Pos & PSOs No.	COsNo.&Titles	SOsNo.	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5,6,7,8,9, 10,11,12 PSO:1,2,3	CO.1 To develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	Unit-1.0 History of National Cadet Corps: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.2 It also enlightens leadership qualities among young students	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5	Unit-2.0 Introduction to Defence Services 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5	Unit-3: Personality development 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.14,3.15	
PO: 1,2,3,4,5,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO5:4.5	Unit-4: Leadership, first aid 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.15	



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PO: 1,2,3,4,5,6,7,8,9 ,10,11,12 PSO: 1,2,3	CO.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5	Unit-5: First aid 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5. 10,5.11,5.12,5.13,5.14,5.15	
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II

BA SOCIOLOGY

Semester-II



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Course Code:	0IKS04
Course Title :	Fundamentals of Indian Knowledge System
Pre-requisite:	Creating awareness among the youths about the true history and past rich culture of India
Rationale:	India has very rich and versatile knowledge system and cultural heritage since antiquity. The Indian Knowledge systems was developed on life science, medical science, literature, drama, art, music, dance, astronomy, mathematics, architecture (Sthapatyaveda), chemistry, aeronautics etc, during ancient period. In this basic course, a special attention is given to the ancient and historical perspective of ideas occurrence in the ancient society, and implication to the concept of material world and religious, social and cultural beliefs. On the closer examination, religion, culture and science have appeared epistemological very rigidly connected in the Indian Knowledge System. This land of Bharat Bhumi has provided invaluable knowledge stuff to the society and the world in all sphere of life

Course Outcomes:

- 0IKS04.1:** To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture.
- 0IKS04.2:** Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashashtra etc.
- 0IKS04.3:** Student will be able to gain knowledge on Vedic Science, Astronomy, Astrovastu, Vedic Mathematics, Aeronautics, Metallurgy, Nakhatras, Panchang, Concept of Zero, Pi and point etc.
- 0IKS04.4:** Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc.
- 0IKS04.5:** Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc.

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
IKS	0IKS04	Fundamentals of Indian Knowledge System	2	0	1	1	4	2



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Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning, C:

Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory:

Code	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment number 3 marks each	Class Test 2 (2 best out of 3) 10 marks each	Seminar one (SA)	Class Activity any one	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
IKS	0IKS04	Fundamentals of Indian Knowledge System	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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0IKS04.1: To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO1.1 Understand Overview of Indian Knowledge Systems (IKS)</p> <p>SO1.2 Understand Classification of Ancient IKS texts</p> <p>SO1.3 Understand Introduction to Panch Mahabhutas (Earth, Water, Fire, Sky and Air)</p> <p>SO1.4 Understand Origin of the name Bharatvarsha: the Land of Natural Endowments</p> <p>SO1.5. Understand Rivers of ancient India (The Ganga, Yamuna, Godawari, Saraswati, Narmada, Sindhu and Kaveri)</p> <p>SO1.6. Understand Ancient Agriculture and ancient Universities: Takshashila and Nalanda, Gurukul system</p>		<p>Unit-1.0: Indian Civilization and Indian Knowledge Systems [6 Hours]</p> <p>1.1 Overview of Indian Knowledge Systems (IKS)</p> <p>1.2 Classification of Ancient IKS texts</p> <p>1.3 Introduction to Panch Mahabhutas (Earth, Water, Fire, Sky and Air)</p> <p>1.4 Origin of the name Bharatvarsha: the Land of Natural Endowments</p> <p>1.5 Rivers of ancient India (The Ganga, Yamuna, Godawari, Saraswati, Narmada, Sindhu and Kaveri)</p> <p>1.6 Agriculture system in ancient India, Ancient Universities: Takshashila and Nalanda, Gurukul system</p>	1. Golden era of ancient India

SW-1 Suggested Sessional Work (SW):

- Assignments:** Concepts of Panch Mahabhuta, Classification of ancient texts, origin of ancient rivers.
- Mini Project:** Ancient Universities: Takshashila and Nalanda
- Other Activities (Specify):**



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0IKS04.2: Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashashtra etc.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO2.1 Understand the Ancient Indian Books: Vedas, Puranas, Shastras, Upanishads, Mahakavyas (Ramayana & Mahabharata), Smrities, Samhitas</p> <p>SO2.2 Understand the Religious places: Puries, Dhams, Jyotirlinga, Shaktipeeths, Kumbha Mela</p> <p>SO2.3 Understand the Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar</p> <p>SO2.4 Understand the Basic concept of Indian Art, Music and Dance, Indian Musical Instruments</p> <p>SO2.5 Understand the Fundamental aspects of Sangeeta and Natya shastra</p> <p>SO2.6 Understand the different schools of music, dance and painting in different regions of India</p>		<p>Unit-2.0: Indian Art, Literature and Religious Places [6 Hours]</p> <p>2.1 Ancient Indian Books: Vedas, Puranas, Shastras, Upanishads, Mahakavyas (Ramayana & Mahabharata), Smrities, Samhitas</p> <p>2.2 Religious places: Puries, Dhams, Jyotirlinga, Shaktipeeths, Kumbha Mela</p> <p>2.3 Legendary places of Madhya Pradesh: Ujjain, Chitrakoot, Omkareshwar, Bharhut, Maihar</p> <p>2.4 Basic concept of Indian Art, Music and Dance, Indian Musical Instruments</p> <p>2.5 Fundamental aspects of Sangeeta and Natya shastra</p> <p>2.6 Different schools of music, dance and painting in different regions of India</p>	<p>1. Indian Art, Music and Dance</p>

SW-2 Suggested Sessional Work (SW):

- Assignments:** Visit of Chitrakoot, Maihar and Bharhuta.
- Mini Project:** Kumbhmela, Story of Ramayana and Mahabharata.
- Other Activities (Specify):**



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0IKS04.3: Student will be able to gain knowledge on Vedic Science, Astronomy, Astrovasu, Vedic Mathematics, Aeronautics, Metallurgy, Nakhatras, Panchang, Concept of Zero, Pi and point etc.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO3.1 Understand Vedic Cosmology</p> <p>SO3.2 Understand the Astronomy, Astrovasu, Vedang Jyotish, Nakshatras, Navagraha, Rashis, Vastushastra and their related plants</p> <p>SO3.3 Understand the Time and Calendar, Panchang</p> <p>SO3.4 Understand the Concept of Zero, Point, Pi number system, Pythagoras</p> <p>SO3.5 Understand the Vedic Mathematics, Vimana-Aeronautics, Basic idea of planetary model of Aryabhata</p> <p>SO3.6 Understand the Varanamala of Hindi language based on classification of sounds on the basis of their origin, Basic purpose of science of Vyakarana</p>		<p>Unit-3.0: Ancient Science, Astronomy, Mathematics [6 Hours]</p> <p>3.1 Vedic Cosmology</p> <p>3.2 Astronomy, Astrovasu, Vedang Jyotish, Nakshatras, Navagraha, Rashis, Vastushastra and their related plants</p> <p>3.3 Time and Calendar, Panchang</p> <p>3.4 Concept of Zero, Point, Pi number system, Pythagoras</p> <p>3.5 Vedic Mathematics, VimanaAeronautics, Basic idea of planetary model of Aryabhata</p> <p>3.6 Varanamala of Hindi language based on classification of sounds on the basis of their origin, Basic purpose of science of Vyakarana</p>	<p>1. Ancient Science, Astronomy and Vedic Mathematics</p>

SW-3 Suggested Sessional Work (SW):

- Assignments:** Varanamala of Hindi language based on classification of sounds on the basis of their origin.
- Mini Project:** Nakshatras, Navagraha and their related plants.
- Other Activities (Specify):**



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0IKS04.4: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO4.1 Understand the Engineering Science and Technology in Vedic and Post Vedic Era</p> <p>SO4.2 Understand the Town and Home planning, Sthapatyaveda</p> <p>SO4.3 Understand the Chemistry and Metallurgy as gleaned from archeological artifacts</p> <p>SO4.4 Understand the Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass</p> <p>SO4.5 Understand the Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple</p> <p>SO 4.6 Understand the Mining and manufacture in India of Iron, Copper, Gold from ancient times</p>		<p>Unit-4.0: Engineering, Technology and Architecture [6 Hours]</p> <p>4.1 Engineering Science and Technology in Vedic and Post Vedic Era</p> <p>4.2 Town and Home planning, Sthapatyaveda</p> <p>4.3 Chemistry and Metallurgy as gleaned from archeological artifacts</p> <p>4.4 Chemistry of Dyes, Pigments used in Paintings, Fabrics, Potteries and Glass</p> <p>4.5 Temple Architecture: Khajuraho, Sanchi Stupa, Chonsath Yogini temple</p> <p>4.6 Mining and manufacture in India of Iron, Copper, Gold from ancient times</p>	<p>1. Ancient Science, Astronomy and Vedic Mathematics</p>

SW-4 Suggested Sessional Work (SW):

- Assignments:** Varanamala of Hindi language based on classification of sounds on the basis of their origin.
- Mini Project:** Nakshatras, Navagraha and their related plants.
- Other Activities (Specify):**



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OIKS04.5: Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc.

Approximate Hours

Item	AppX Hrs
CI	6
LI	0
SW	2
SL	1
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO5.1 Understand the Fundamentals of Ayurveda (Charaka & Shushruta) and Yogic Science (Patanjali), Ritucharya and Dinacharya</p> <p>SO5.2 Understand the Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy)</p> <p>SO5.3 Understand Fundamentals of Ethnobotany and Ethnomedicines of India</p> <p>SO5.4 Understand the Nature Conservation in Indian ancient texts</p> <p>SO5.5. Understand the Introduction to Plant Science in Vrikshayurveda</p> <p>SO5.6. Understand the World Heritage Sites of Madhya Pradesh: Bhimbetka, Sanchi, Khajuraho</p>		<p>Unit-5.0: Life, Nature and Health [6 Hours]</p> <p>5.1 Fundamentals of Ayurveda (Charaka & Shushruta) and Yogic Science (Patanjali), Ritucharya and Dinacharya</p> <p>5.2 Traditional system of Indian medicines (Ayurveda, Siddha, Unani and Homoeopathy)</p> <p>5.3 Fundamentals of Ethnobotany and Ethnomedicines of India</p> <p>5.4 Nature Conservation in Indian ancient texts</p> <p>5.5 Introduction to Plant Science in Vrikshayurveda</p> <p>5.6 World Heritage Sites of Madhya Pradesh: Bhimbetka, Sanchi, Khajuraho</p>	<p>1. Concept of Ayurveda and Yoga</p> <p>2. Traditional system of Indian medicines</p> <p>3. Ethnobotany and Ethnomedicines of India</p> <p>4. World Heritage Sites</p>

SW-5 Suggested Sessional Work (SW):

- a. Assignments:** Visit to world Heritage Site Khajuraho.
- b. Mini Project:** Ritucharya and Din Charya, Ethnomedicinal plants.
- c. Other Activities (Specify):**



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Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
0IKS04.1: To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture	6	2	1	9
0IKS04.2: Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashashtra etc	6	2	1	9
0IKS04.3: Student will be able to gain knowledge on Vedic Science, Astronomy, Astrovasu, Vedic Mathematics, Aeronautics, Metallurgy, Nakhatras, Panchang, Concept of Zero, Pi and point etc	6	2	1	9
0IKS04.4: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc	6	2	1	9
0IKS04.5: Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc.	6	2	1	9
Total Hours	30	10	5	45

Suggestion for End Semester Assessment:

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
0IKS04.1	Indian Civilization and Indian Knowledge System	2	5	1	8
0IKS04.2	Indian Art, Literature and Religious Places	2	6	2	10
0IKS04.3	Ancient Science, Astronomy and Vedic Mathematics	2	6	5	13
0IKS04.4	Engineering, Technology and Architecture	2	4	4	10
0IKS04.5	Life, Nature and Health	2	5	2	9
Total		10	26	14	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian Knowledge Systems will be held with written examination of 50 marks.



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Note: Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Role Play
6. Visit to Religious places, World Heritage Sites
7. Demonstration
8. ICT Based Teaching Learning (Video Demonstration/Tutorials CBT, Blog, Facebook, Twitter, Whatsapp, Mobile, Online sources)
9. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	An Introduction of Indian Knowledge Systems: Concept and Applications	Mahadevan, B.; Bhat V. R. and Pavana, Nagendra N.	Prentice Hall of India.	2022
2	Indian Knowledge Systems: Vol. I and II.	Kapoor, Kapil and Singh, A. K.	D.K. Print World Ltd	2005
3	Science of Ancient Hindus: Unlocking Nature in Pursuit of Salvation	Kumar, Alok	Create pace Independent Publishing	2014
4	A History of Agriculture in India	Randhava, M.S.	ICAR, New Delhi	1980
5	Panch Mahabhuta,	Yogcharya, Jnan Dev	Yog Satsang Ashram	2021
6	The Indian Rivers	Singh, Dhruv Sen	Springer	2018
7	The Wonder That Was India	Basam, Arthue Llewlynn	Sidgwick & Jackson	1954
8	Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India	Malville, J. MacKim & Gajjaral, Lalit M.	IGNCA & Aryan Books International, New Delhi	2000
9	The Natya Shastra of Bharat Muni	Jha, Narendra	Innovative Imprint, Delhi	2023



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10	Astronomy in India: A Historical Perspective	Padmanabhan, Thanu	Indian National Science Academy, New Delhi & Springer (India).	2010
11	History of Astronomy in India 2 nd Ed.	Sen, S.N. and Shukla, K.S.	INSA New Delhi	2001
12	History of Indian Astronomy A Handbook	Ramasubramanian, K. Sule, Aniket and Vahia Mayank	Science and Heritage Initiative, I.I.T. Mumbai and Tata Institute of Fundamental Research, Mumbai	2016
13	Indian Mathematics and Astronomy: Some Landmarks	Rao, Balachandra S.	Jnana Deep Publications, Bangalore, 3 rd Edition	. 2004
14	Vedic Mathematics and Science in Vedas	Rao, Balachandra S.	Navakarnataka Publications, Bengaluru	2019
15	A History of Hindu Chemistry	Ray, Acharya Prafulla Chandra	Repbl Shaibya Prakashan Bibhag, Centenary Edition, Kolkata	1902
16	Early Indian Architecture: Cities and City Gates	Coomeraswamy, Anand	Munciram Manoharlal Publishers	2002
17	Theory and Practices of Temple Architecture in Medieval India: Bhojas samrangasutradhar and the Bhojpur Line Drawings	Hardy, Adams	Dev Publishers & Distributors.	2015
18	Indian Science and Technology in Eighteenth Century	Dharmpal	Academy of Gandhian Studies, Hyderabad.	1971
19	Science in India: A Historical Perspective	Subbarayappa, B.V.	Rupa New Delhi	2013
20	Fine Arts & Technical Sciences in Ancient India with special reference to Someswvara's Manasollasa	Mishra, Shiv Shankar	Krishnadas Academy, Varanasi	1982
21	Fundamental Principles of Ayurveda, Volume One	Lad, Vasant D.	The Ayurvedic Press, Albuquerque, New Mexico.	2002
22	Charak Samhita, Chaukhamba	Pandey, Kashinath and Chaturvedi Gorakhnath	Vidya Bhawan, Varanasi	



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23	Ayurveda: The Science of Self-Healing	Lad, Vasant D.	Lotus Press: Santa Fe	1984
24	Ayurveda: Life, Health and Longevity	Svoboda, Robert E	Penguin: London	1992
25	Plants in the Indian Puranas	Sensarma, P.	Naya Prokash, Calcutta	1989
26	Indian Cultural Heritage Perspective for Tourism	Singh, L. K.	Gyan Publishing House, Delhi	2008
27	Glimpses of Indian Ethnobotany	Jain, S.K.	Oxford & IBH Publishing Company Private Limited, New Delhi	1981
28	Manual of Ethnobotany	Jain, S.K.	Scientific Publishers, Jodhpur	2010

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Cos, POs and PSOs Mapping

Course Title: BA/BA (Hon's)

Course Code: OIKS04

Course Title: Fundamentals of Indian Knowledge System

Course Outcomes	Program Outcomes						Program Specific Outcome	
	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2
	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions	Leadership skills and entrepreneurial mindset	Application of ethical practices and moral values
OIKS04.1: To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture	1	2	3	1	2	2	3	3
OIKS04.2: Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashashtra etc	2	2	1	1	2	1	1	1
OIKS04.3: Student will be able to gain knowledge on Vedic Science, Astronomy, Astrovasu, VedicMathematics, Aeronautics, Metallurgy, Nakhatras,Panchang, Concept of Zero, Pi and point etc	1	1	2	2	2	2	3	1
OIKS04.4: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc	2	1	1	1	2	3	3	3
OIKS04.5: Student will be able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc	2	2	3	3	1	1	1	1



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Legend: 1 – Low, 2 – Medium, 3 – High



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Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
POs 1,2,3,4,5,6 PSOs 1,2	OIKS04.1: To understand the ancient civilization, Indian Knowledge Systems, Concept of Panch Mahabhuta, Origin of name Bharat Varsha, Ancient Rivers, Ancient Universities and ancient agriculture	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5 SO1.6		Unit-1.0: Introduction to Human Resource Management 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20	
POs 1,2,3,4,5,6 PSOs 1,2	OIKS04.2: Students will have the ability to learn about ancient books, Religious places, basic concept of Indian dance, music and arts, and fundamental aspects of Sangeeta and Natyashashtra etc	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5 SO2.6		Unit-2.0: Human Resource Planning 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	
POs 1,2,3,4,5,6 PSOs 1,2	OIKS04.3: Student will be able to gain knowledge on Vedic Science, Astronomy, Astrovastu, Vedic Mathematics, Aeronautics, Metallurgy, Nakhatras, Panchang, Concept of Zero, Pi and point etc	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5 SO3.5		Unit-3.0: Training, performance appraisal and compensation 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 3.27, 3.28, 3.29, 3.30	
POs 1,2,3,4,5,6 PSOs 1,2	OIKS04.: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5 SO4.5		Unit-4.0: Industrial Relation 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.12, 4.13, 4.14, 4.15	
POs 1,2,3,4,5,6 PSOs 1,2	OIKS04.5: Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda and Yoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc	SO5.1 SO5.2 SO5.3 SO5.4 SO5.5 SO5.5		Unit-5.0: Collective bargaining 5.1, 5.2, 5.3, 5.4, 5.5	



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Semester-II

Course Code:	0EVS03
Course Title :	Environmental Studies
Pre-requisite:	To study this course, the student must have a knowledge about the environmental components, pollution, biodiversity, and Ecosystem at senior secondary, Class 12'h level
Rationale:	The students studying Environmental Science should possess foundational understanding about environment and its components. They should also know the importance of ecosystems in our surroundings.

Course Outcomes:

0EVS03.1: Understand and evaluate the global scale of environmental problem.

0EVS03.2: To outline the resources, ecosystem, and diversity and explain the conservation and its significations.

0EVS03.3: To identify the environmental issues, types of pollutions and their impact.

0EVS03.4: Develop critical thinking for shaping strategies

0EVS03.5: For environmental protection, social equity and sustainable development

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
EVS	0EVS03	Environmental Studies	2	0	1	1	4	2

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment:

Theory:

Code	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment ESA	Total Marks PRA ESA
			Progressive Assessment (PRA)								
			Class/Home Assignment number 3 marks each (CA)	Class Test 2 (2 best out of 3)	Seminar one (SA)	Class Activity any one	Class Attendance AT	Total Marks (CA+CT+SA+CAT+AT)			
EV S	0EVS03	Environmental Studies	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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0EVS03.1: Understand and evaluate the global scale of environmental problem.

Approximate Hours

Item	AppX Hrs
CI	8
LI	0
SW	1
SL	2
Total	11

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO1.1 Know multidisciplinary nature of environmental science</p> <p>SO1.2 Learn about the natural resources</p> <p>SO1.3 Know the problems associated with land resource</p> <p>SO1.4 Learn the conservation of resources</p> <p>SO1.5 Know alternative energy resources</p>		<p>Unit-1.0: Environment and Natural Resources [8 Hours]</p> <p>1.1 The Multidisciplinary nature of environmental studies.</p> <p>1.2 Scope and Importance of Environmental studies</p> <p>1.3 Components of Environment: Atmosphere, Hydrosphere, Lithosphere, and Biosphere.</p> <p>1.4 Brief account of Natural Resources and associated problems</p> <p>1.5 Land Resource</p> <p>1.6 Water Resource</p> <p>1.7 Energy Resource</p> <p>1.8 Concept of Sustainability and Sustainable Development</p>	<p>1. What is environmental Science?</p> <p>2. What are resources?</p>

SW-1 Suggested Sessional Work (SW):

a. Assignments:

- Write the definition and causes of soil erosion.
- Define desertification and write its causes.
- Describe structure of atmosphere.
- Explain lithosphere.

b. Mini Project:

c. Other Activities (Specify):



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0EVS03.2: To outline the resources, ecosystem, and diversity and explain the conservation and its significations.

Approximate Hours

Item	AppX Hrs
CI	5
LI	0
SW	2
SL	2
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO2.1 Understand the concept of ecosystem</p> <p>SO2.2 Learn the structure of ecosystem</p> <p>SO2.3 Know the function of ecosystem</p> <p>SO2.4 Describe the structure of forest ecosystem</p> <p>SO2.5 Learn about biodiversity and its conservation</p>		<p>Unit-2.0: Biomes, Ecosystem and Biodiversity [5 Hours]</p> <p>2.1 Major Biomes: Tropical, Temperate, Forest, Grassland, Desert, Tundra, Wetland, Estuarine and Marine</p> <p>2.2 Ecosystem: Structure</p> <p>2.3 Function and types</p> <p>2.4 their Preservation & Restoration</p> <p>2.5 Biodiversity and its conservation practices</p>	<p>1. What is biotic and abiotic components of environment?</p> <p>2. What are interactions?</p>

SW-2 Suggested Sessional Work (SW):

a. Assignments:

- What do you mean by ecosystem? Describe the structure of ecosystem.
- Give a brief classification of ecosystem.
- Write the function of an ecosystem.
- Define biodiversity write strategies of biodiversity conservation.

b. Mini Project: Visit to various ecosystem and study biotic and abiotic ecosystem. **c.**

Other Activities (Specify):



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0EVS03.3: To identify the environmental issues, types of pollutions and their impact.

Approximate Hours

Item	AppX Hrs
CI	7
LI	0
SW	2
SL	2
Total	11

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
<p>SO3.1. Learn about pollution and its sources</p> <p>SO3.2 Know the sources of different pollutant</p> <p>SO3.3 Understand the law & legislation related to environment</p> <p>SO3.4 Learn the control of pollution</p> <p>SO3.5 Describe the role of information technology in environment and human health</p>		<p>Unit-3.0: Environmental Pollution, Management and Social Issues [7 Hours]</p> <p>3.1 Environmental Pollution, Management and Social Issues</p> <p>3.2 Pollution: Types, Control measures, Management and associated problems.</p> <p>3.3 Environmental Law and Legislation: Protection and conservation Acts.</p> <p>3.4 International Agreement & Program</p> <p>3.5 Environmental Movements, communication and public awareness Program.</p> <p>3.6 National and International organizations related to environment conservation and monitoring.</p> <p>3.7 Role of information technology in environment and human health.</p>	<p>1. What is pollution basic introduction?</p> <p>2. What is pollutant?</p>

SW-3 Suggested Sessional Work (SW):

a. Assignments:

- Write an essay on air pollution.
- What do you mean by acid rain write its causes and effects.
- Describe the effects of water pollution.
- How soil pollution can be control?
- Describe the role of information technology in environment and human health.
- Mention some national and international organizations related to environment conservation and monitoring.

b. Mini Project:

- c. Other Activities (Specify):** Visit to different polluted sites and study the source of pollution and their effects.



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Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
0EVS03.1: To understand various aspects of life forms, ecological processes, and the impacts on them by the human during Anthropocene era	8	1	2	11
0EVS03.2: To build capabilities to identify relevant environmental issues, analyze the various underlying causes, evaluate the practices and policies, and develop framework to make inform decisions	5	2	2	9
0EVS03.3: To develop empathy for all life forms, awareness, and responsibility towards environmental protection and nature preservation.	7	2	2	11
Total Hours	20	5	6	31

Suggestion for End Semester Assessment:

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
0EVS03.1	Environment and Natural Resources	3	1	1	5
0EVS03.2	Biomes, Ecosystem and Biodiversity	2	6	2	10
0EVS03.3	Environmental Pollution, Management and Social Issues	3	7	5	15
Total		11	26	13	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Environmental Studies will be held with written examination of 50 marks.

Note: Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Role Play
6. Visit to cement plant
7. Demonstration
8. ICT Based Teaching Learning (Video Demonstration/Tutorials CBT, Blog, Facebook, Twitter, WhatsApp, Mobile, Online sources)
9. Brainstorming



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Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Ecology; Environment Science and Conservation	Singh; J.S., Singh S.P. and Gupta, S. R	S. Chand publishing, New Delhi.	2018
2	Perspectives in Environmental Studies	Kaushik, Anubha, Kaushik, C.P.	New age International Publishers	2018
3	A Textbook of Environmental Studies	Asthana, D. K Asthana Meera	S. Chand Publishing, New Delhi	2007
4	Environmental Law and Policy in India: Cases, Material & Status	Divan, S. and Rosenkranz, A	Oxford University Press, India	2002
5	Lecture notes provided by Dept. of Arts, AKS University, Satna			

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Cos, POs and PSOs Mapping

Course Title: BA/BA (Hon's)

Course Code: 0EVS03

Course Title: Environmental Studies

Course Outcomes	Program Outcomes						Program Specific Outcome	
	PO1	PO2	PO3	PO4	PO5	PO6	PSO 1	PSO 2
	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions	Acquire leadership skills and entrepreneurial mindset	Application of ethical practices and moral values
0EVS03.1: Understand and evaluate the global scale of environmental problem								
0EVS03.2: To outline the resources, ecosystem, diversity and explain the conservation and its significations								
0EVS03.3: To identify the environmental issues, types of pollutions and their impact								

Legend: 1 – Low, 2 – Medium, 3 – High



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Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
POs 1,2,3,4,5,6 PSOs 1,2	0EVS03.1: Understand and evaluate the global scale of environmental problem	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0: Environment and Natural Resources 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	
POs 1,2,3,4,5,6 PSOs 1,2	0EVS03.2: To outline the resources, ecosystem, diversity and explain the conservation and its significations	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2.0: Biomes, Ecosystem and Biodiversity 2.1, 2.2, 2.3, 2.4, 2.5	
POs 1,2,3,4,5,6 PSOs 1,2	0EVS03.3: To identify the environmental issues, types of pollutions and their impact	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3.0: Environmental Pollution, Management and Social Issues 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7	



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Semester-II

Course Code: 01SO201
Course Title : Basic Concepts of Sociology
Pre-requisite: Student should have basic knowledge of Basic Concepts of Sociology

Rationale: The Course will provide students with a solid grounding in the fundamentals of the sociology discipline To understand the basic concepts in sociology and their fundamental theoretical interrelations Students will be able to define the relevance of the concepts like, culture, social structure, institutions, race/ethnicity, gender and class.

Course Outcomes:

- 01S0101.1:** The Course will provide students with a solid grounding in the fundamentals of the sociology discipline
- 01S0101.2:-** One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.
- 01S0101.3:** Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives
- 01S0101.4:**The course is designed to incorporate all the keyconcepts of Sociology which would enable the learner to develop keen insight to distinguish between the commonsense knowledge and Sociological knowledge
- 01S0101.5:**Teaching of culture, socialization and civilization will emphasise not only the new agencies of socialization but also their significance in personality development.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01SO201	Basic Concepts of Sociology	6	0	02	01	6	6

Legend: CI: Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	01SO 201	Basic Concepts of Sociology	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

01S0101.1: The Course will provide students with a solid grounding in the fundamentals of the sociology discipline

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature Sociology ,Meaning, Scope, Subject Matter , Importance SO1.2 Understand the Concept of		Unit 1 1. Emergence of Sociology : 1.1 Tradition of Indian Thinking 1.2 Sociology,	



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Origin and Development of Sociology SO1.3 Understand the concept Humanistic Orientation in Sociology SO1.4 Understand the concept Relationship with other Social Sciences SO1.5 Understand the concept Sociology and Professions		1.3 Meaning, 1.4 Scope, 1.5 Subject Matter 1.6 Importance, 1.7 Origin and 1.8 Development of Sociology 1.9 (Including Special Reference to Madhya Pradesh) 1.10 Sociology as a Science 1.11 Humanistic Orientation in Sociology 1.12 Relationship with other Social Sciences 1.13 Sociology and Professions 1.14 Intellectual Roots and Enlightenment Influence 1.15 Industrial Revolution and Social Change 1.16 Auguste Comte and Positivism 1.17 Development of Social Theories 1.18 Urbanization and Social Problems	
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01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Society SO2.2 Understanding about the Relation between Individual and Society SO2.3 Understanding about the Community SO2.4 Understanding the concept Social Group SO2.5 Understanding about the Social Structure and Function	.	Unit 2 Basic Concepts : 2.1 Society 2.2 Relation between Individual and Society 2.3 Community, 2.4 Meaning, 2.5 Scope, 2.6 Subject Matter 2.7 Importance, 2.8 Origin 2.9 Development of Sociology 2.10 Association 2.11 Institution 2.12 Social Group 2.13 Meaning, 2.14 cope, 2.15 Importance 2.16 Origin and Development of Sociology 2.17 Social Structure and Function 2.18 status and Role	



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01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	02
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Social Organization SO3.2 Practical problem related Social System SO3.3 Understanding the Social Family Kinship Marriage SO3.4 Understanding about Caste, Class and Power SO3.5 Understanding about Education	.	Unit 3 Social Organization and Institutions: 3.1 Concept, Emergence, Development, Forms and Challenges) 3.2 Social Organization 3.3 Social System, Meaning, 3.4 Scope 3.5 Importance, 3.6 Origin , 3.7 Development 3.8 Family 3.9 Kinship 3.10 Marriage 3.11 Caste, 3.12 Class and Power 3.13 Education 3.14 Family Structure and Kinship Systems 3.15 Educational Institutions and Socialization 3.16 Religious Organizations and Belief Systems 3.17 Political Systems and Governance 3.18 Economic Institutions and Market Structures	

01S0101.4:The course is designed to incorporate all the keyconcepts of Sociology which would enable the learner to develop keen insight to distinguish between the commonsense knowledge and Sociological knowledge

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO4.1 Understanding about Culture , Meaning, Characteristics, Type, Components of Culture</p> <p>SO4.2 Preparation of Indian Civilization, Socialization</p> <p>SO4.3 Knowledge about the Meaning, Characteristics, Stages, Agencies, Types</p> <p>SO4.4 Knowledge about the 6 Importance, Social Processes, Cooperation</p> <p>SO4.5 Knowledge about Accommodation, Competition,, Conflict</p>		<p>Unit 4 Socio-Cultural Processes</p> <p>Culture, Meaning, Characteristics, Types</p> <p>4.2 Components of Culture,</p> <p>4.3 Cultural lag</p> <p>4.4 Culture and Civilization</p> <p>4.5 Socialization, Meaning</p> <p>4.6 Characteristics</p> <p>4.7 Stages,</p> <p>4.8 Agencies,</p> <p>4.9 Type,</p> <p>4.10 Importance</p> <p>4.11 Social Processes</p> <p>4.12 Cooperation</p> <p>4.13 Accommodation</p> <p>4.14 Competition,</p> <p>4.15 Conflict</p> <p>4.16 Socialization and Cultural Transmission</p> <p>4.17 Acculturation and Assimilation</p> <p>4.18 Social Stratification and Mobility</p>	

01S0101.5:Teaching of culture, socialization and civilization will emphasise not only the new agencies of socialization but also their significance in personality development.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO5.1 Understand about the Social Control, Meaning, Characteristics,Types</p> <p>SO5.2 Preparation of necessary Means of Social Control,SocialStratification,Meaning,Characteristics,Bases,Forms</p> <p>SO5.3 Preparation of necessary Social Mobility, Meaning, Characteristics, Types</p> <p>SO5.4 Understanding about the Social change, Meaning, Characteristics, Factors of social change, Patterns of social change</p>		<p>Unit 5</p> <p>Social Control and Change :</p> <p>5.1 Social Control, Meaning,</p> <p>5.2 Characteristics,</p> <p>5.3 Types</p> <p>5.4 Means of Social Control</p> <p>5.5 Social Stratification,</p> <p>5.6 Meaning,</p> <p>5.7 Characteristics,</p> <p>5.8 Bases, Forms</p> <p>5.9 Social</p> <p>5.10 Mobility,</p> <p>5.11 Meaning,</p> <p>5.12 Characteristics,</p> <p>5.13 Types</p> <p>5.14 Social change,</p> <p>5.15 Meaning,</p> <p>5.16 Characteristics</p> <p>5.17 Factors of social change</p> <p>5.18 Patterns of social change</p>	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
01S0101.1: The Course will provide students with a solid grounding in the fundamentals of the sociology discipline	18	02	01	21
01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.	18	02	01	21
01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives	18	02	01	21
01S0101.4: The course is designed to incorporate all the keyconcepts of Sociology which would enable the learner to develop keen insight to distinguish between the commonsense knowledge and Sociological knowledge	18	02	01	21
01S0101.5: Teaching of culture, socialization and civilization will emphasize not only the new agencies of socialization but also their significance in personality development.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
01S0101-1	Emergence of Sociology	01	01	03	05
01S0101-2	Basic Concepts	01	01	03	05
01S0101-3	Social Organization and Institutions	-	03	10	13
01S0101-4	Socio-Cultural Processes	-	03	10	13
01S0101-5	Social Control and Change	01	03	10	14
Total		03	12	36	50

Legend: R: Remember,

U: Understand,

A: Apply

The end of semester assessment for Basic Concepts of Sociology will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Society and culture in India	Indre Drva	Rawat Pubication	Revised edition edition 2018
2	Society: An Introductory Analysis,	Maclver, Robert M & Charles Hunt	New York	Revised edition edition 1949
3	Caste Class & Power	Beteille Andre	California University, Berkeley.	Revised edition edition 1965
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna.			

Curriculum Development Team:

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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with	The students will be ignited enough to think and act over for the solution of	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
01SO 101.1	3	3	3	2	2	2	1	2	3	3	3	3	3	3	3
01SO 101.2	3	3	3	2	2	2	1	2	2	2	2	3	2	2	2
01SO 101.3	3	3	2	2	1	2	1	1	2	2	2	2	3	3	3
01SO 101.4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
01SO 101.5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

POs&PSOs -No.	CosNo. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	01S0101.1: The Course will provide students with a solid grounding in the fundamentals of the sociology discipline	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Emergence of Sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01S0101.2:- One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.	SO2:1 SO2:2 SO2:3 SO2:4 SO2:5		Unit-2 Basic Concepts 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01S0101.3: Learn the concepts of Indian Social Institutions, such as family, marriage, kinship etc, which will enable students to consider their roles in solving many social problems, have a conceptual understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Social Organization and Institutions 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01S0101.4: The course is designed to incorporate all the keyconcepts of Sociology which would enable the learner to develop keen insight to distinguish between the commonsense knowledge and Sociological knowledge	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Socio-Cultural Processes 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01S0101.5: Teaching of culture, socialization and civilization will emphasize not only the new agencies of socialization but also their significance in personality development.	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		Unit5: Social Control and Change 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



BACHELOR OF ARTS [BA]
FIRST SEMESTER

Course Code: 1CA202

Course Title: PROGRAMMING IN C LANGUAGE

Pre-requisite: Student should have basic understanding of Fundamental of Computer. This course is based on programming so the students must have the basic knowledge of computers and its basic operations.

Rationale: Importance of C programming and its practical applications C programming language holds immense importance in the software development industry. Its simplicity, efficiency, and versatility make it a powerful tool for developing a wide range of applications. From operating systems to embedded systems, C finds its use in numerous domains.

Course Outcome:

- CO1:** Student will learn the core concept of C programming.
- CO2:** Students will use data types, variables, formatted and unformatted function and decision and looping control statement in program.
- CO3:** Student will learn the function and array in the program.
- CO4:** Student will learn the pointer and structure in the program.
- CO5:** Student will learn the concept of file handling in the program.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours(CI+LI+SW+SL)	Total Credits(C)
			CI	LI	SW	SL		
	1CA202	PROGRAMMING IN C LANGUAGE	4	2	1	1	8	6

Legend: CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW&SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment(Marks)							
			Progressiv Assessment(PRA)						End Semester Assessment (ESA)	Total Marks PRA+E SA)
			Class/Home Assignment5 number 3marks each (CA)	Class Test 2 (2 best out Of 3) 10 marks each(CT)	Seminar one (SA)	Class Activity any on e (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
	1CA202	Program ming in C Language	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1: Student will learn the core concept of C programming.

Item	AppX Hrs
CI	12
LI	6
SW	1
SL	1
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
<p>SO1.1 Understand about program concept and history of C.</p> <p>SO1.2 Understand about structure of C program.</p> <p>SO1.3 Use of algorithm and flow chart.</p> <p>SO1.4 Types of flow chart.</p> <p>SO1.5 Understand about programming techniques.</p> <p>SO1.6 Understanding branching, looping recursion, cohesion and coupling.</p>	<p>LI1.1 Write a Program to print different data types in 'C' and their ranges.</p> <p>LI 1.2 Write an algorithm & flowchart to find the smallest and largest number of among the three numbers.</p> <p>LI1.3 Write an Algorithm & Flowchart to convert temperature from Celsius to Fahrenheit.</p>	<p>Unit-1.0 Introduction</p> <p>Program Concept . introduction, history of C . Over view of procedural programming and object oriented programming Data Types structure of C program Algorithms, Flow Charts - Symbols, Rules for making Flow chart Types of flowchart Programming Techniques — Top down, Bottom up, Modular, Structured - Features, Merits & Demerits</p> <p>0 Programming Logics- Simple Branching, 1 Looping, Recursion, Cohesion & Coupling, 2 Programming. Testing & Debugging & their Tools.</p>	<p>1. Use of algorithms for develop program.</p> <p>2. Create program in C use of decision and looping statement.</p>

SW-1 Suggested Sessional Work (SW):

- a. Assignments:
 - i. Create a program in C to check the input no is prime or not.



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CO2: Students will use data types, variables, formatted and unformatted function and decision and looping control statement in program.

Item	AppXHrs
CI	12
LI	6
SW	1
SL	1
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
SO2.1 Understand Variables. SO2.2 Types of variables SO2.3 Use of Identifiers, Keywords, data type and constants. SO2.4 Understand about Operator SO2.5 Understand about decision making branching. SO2.6 Understand about of looping.	LI 2.1 Write a program to calculate simple and compound interest. LI 2.2 Write a C program to find the roots of a quadratic equation. LI 2.3 Write a C program to make a simple calculator using switch...case.	Unit-2.0 Identifiers and Different Statements 2.1 Programming in C including features of 'C' 2.2 C tokens, 2.3 Variables, 2.4 Expressions, 2.5 Identifiers,Keywords, 2.6 Data Types, 2.7 Constants 2.8 Operator:Arithmetic, Logical, 2.9 Relational,Conditional and Bit wise Operators, 2.10 Precedence and Associativity of Operators, evaluations of expressions 2.11 Type conversions in expressions 2.12 Decision Making branching 2.13 Looping	

SW-1 Suggested Sessional Work (SW):

- a. Assignments:
 - i. Create a program in C to create two-dimensional array.



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CO3: Student will learn the function and array in the program.

Item	AppX Hrs
CI	12
LI	6
SW	1
SL	1
Total	20

SW-1 Suggested Sessional Work (SW):

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO3.1 Understand about pointer. SO3.2 declaration of pointer SO3.3 Use of pointer with array SO3.4 use pointer with function SO3.5 Understand about pointer and structure. SO3.6 use of pointer within structure SO3.7 understands about DMA.	LI 3.1 Write a C program to print natural numbers from 1 to n. LI 3.2 Write a C program to find the factorial of a given number. LI.3.3 Write a program in C to check a given number is even or odd using the function.	Unit-3.0 Functions and Arrays 3.1 Utility of functions, Call by value & call by reference 3.2 User defined function and library functions 3.3 Categories of User defined functions , 3.4 Return values and their types, Calling a function, Void functions 3.5 Differentiating between declaration and definition of function argument/parameters in functions with variable number of arguments, 3.6 recursion, Function arguments, 3.7 Return values and nesting of function, Recursion, Calling of functions, 3.8 Scope and life of variables - local and global variable, Storage class - auto, extern, static, register. 3.9 Arrays : What is array, declaring initializing , accessing individual elements in an array, 3.10 manipulating array elements using loops, 3.11 2D and 3D arrays. String: declaration, 3.12 string functions — strcat, strcpy, strcmp, strlen, strstr.	

- a. Assignments:
- i. Create a program in C to check the input no is prime or not.
 - ii Write difference between structure and union



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CO4: Student will learn the pointer and structure in the program.

Item	AppXHrs
CI	12
LI	6
SW	1
SL	1
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO4.1 Understand about file handling. SO4.2 file handling function SO4.3 random access file SO4.4 learn graphics programming	LI.4.1 Write a C program to access elements of an array using pointers. LI.4.2 Write a C program to calculate the average of array elements. LI.4.3 Write a C program to store information of 10 students using structures. LI.4.4 Add two complex numbers by passing structures to a function. LI.4.5 Write a C program to find the length of a string.	Unit-4.0 Pointer and Structure 4.1 Pointers: operations on pointers, Basic of pointers and operators, Accessing the address of variable . 4.2 Declaring and initializing pointers, Accessing a variable through its pointer, 4.3 Pointer expressions, Pointers and function, Array of pointers, 4.4 Pointer and strings. 4.5 Pointer to structure, 4.6 Pointers within structure , 5.7 preprocessor, #define, defining functions like macros, #error, #include, conditional compilation directives i.e. #if, #else, #elif and #ifdef & undef. 4.8 Structures : Structure definition, declaring and initializing 4.9 Structure variables, the structure tag, period operator , accessing 4.10 Structure members, Copying & Comparison of structures. 4.11 The concept of structure of structure , array of structure, 4.12 structure and pointer, arrow operator and nesting of structure, Unions : initialization and use of it in a program.	

SW-1 Suggested Sessional Work (SW):

- a. Assignments:
 - i. Create a program in C to store and read a file content in C.
 - ii. Create a program in C to draw and fill rectangle.



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CO5: Student will learn the concept of file handling in the program.

Item	AppX Hrs
CI	12
LI	6
SW	1
SL	1
Total	20

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
<p>SO5.1 Understand about file handling.</p> <p>SO5.2 Understand about file inclusion</p> <p>SO5.3 Types of file.</p> <p>SO5.4 Understand about the different function.</p> <p>SO5.5 Understand the different mode of file.</p>	<p>LI5.1. Write a C programs to reverse a string using recursion.</p> <p>LI 5.2 Write a C Program to find largest element in an array.</p> <p>LI 5.3 Write a C program to add two matrices using multi-dimensional arrays.</p> <p>LI 5.4 Write a C program to store information of students using structure.</p> <p>LI 5.6 Write a C program to swap two numbers using pointers.</p> <p>LI 5.7 Write a C program to Print Pyramids and Patterns.</p> <p>LI 5.8 Write a C program to read and write to a text file.</p>	<p>Unit-5.0 File Management</p> <p>5.1 Introduction — File handling, File structure, File handling function</p> <p>5.2 File types, Streams, Text, Binary,</p> <p>5.3 File system basics, 5.4 The file pointer, Opening a file, Closing a file.</p> <p>5.5 Writing a character, Reading a character.</p> <p>5.6 Using fopenO, getcO, putcO, and fcloseO,</p> <p>5.7 Using feof(), Working with string fputs() and fgets(),</p> <p>5.8 Standard streams in C, 5.9 Flushing a stream Using fread() and fwrite(),</p> <p>5.10 Direct access file, fseek() and random access</p> <p>5.11 I/O, fprintf() and fscanf(),</p> <p>5.12 Command line arguments.</p>	

SW-1 Suggested Sessional Work (SW):

- a. Assignments:
- i. Explain command line argument.
- ii explain the preprocessor directive.



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Laboratory Instruction (LI)	Sessional Work (SW)	Self Learning (Sl)	Total hour(Cl+S W+Sl)
CO1: Student will learn the core concept of C programming.	12	06	01	01	20
CO2: Students will use data types, variables, formatted and unformatted function and decision and looping control statement in program.	12	06	01	01	20
CO3: Student will learn the function and array in the program	12	06	01	01	20
CO4: Student will learn the pointer and structure in the program.	12	06	01	01	20
CO5: Student will learn the concept of file handling in the program.	12	06	01	01	20
Total Hours	60	30	05	05	100

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO1	Introduction	03	04	03	10
CO2	Identifiers and Different Statements	05	03	02	10
CO3	Functions and Arrays	05	02	03	10
CO4	Pointer and Structure	04	04	02	10
CO5	File Management	03	05	02	10
Total		20	15	15	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Programming in C Language will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Role Play
6. Visit to IT Industry.
7. Demonstration
8. ICT Based Teaching Learning (Video Demonstration/Tutorials CBT, Blog, Facebook, Twitter, Whats App, Mobile, Online sources)
9. Brainstorming

Suggested Learning Resources:

S. No.	Title	Author	Publisher	Edition & Year
1	The C Programming Language	Kernighan, Ritchie	Prentice Hall of India.	Revised edition 21 edition 2020
2	Programming Language Concepts	Carlo Ghazi, Mehdi Jazayeri	John Wiley and Sons	1999
3	Programming in ANSIC C	E. Balagurusamy	Tata McGraw Hill	2002
4	Let Us C	Yashavant Kanetkar	Seventh Edition, BPB Publications	2007
5	Programming in C	Reema Thareja	Oxford University Press India, Noida	

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CO-PO-PSO Mapping

PO NO.	PO1	PO 2	PO 3	PO4	PO 5	PO6	PO7	PO8	PO9	PO 10	PO11	PO 12	PSO1	PSO2	PSO3
Program Outcomes	Engineering knowledge	Problem Analysis	Design/development of solutions	Conduct studies of difficult problems	Utilization of modern tools	Engineers and society	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Being able to comprehend and put knowledge of software application analysis, design, and development to use.	Apply knowledge and skills for computer practice while upholding social, ethical, and legal principles.	The capacity to work with cutting-edge computing systems and pursue employment in the IT sector, including consulting, research and development, education, and related fields.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	3	2	1
CO2	3	3	2	3	1	2	1	1	1	1	1	3	3	1	3
CO3	3	3	1	2	3	2	1	1	1	1	1	3	1	2	3
CO4	3	3	3	2	1	2	1	1	1	1	1	3	1	3	3
CO5	1	3	2	2	1	2	1	1	1	1	1	3	3	2	2



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Course Curriculum Map

Pos & PSOs /*-No.	Cos No. & Titles	SOs No.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	CO1: Student will learn the core concept of C programming.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	LI:1.1 LI:1.2 LI:1.3	Unit-1: Introduction 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9,1.10,1.11,1. 12	As Mentioned in Page no. ____ to ____
PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12 PSO: 1,2,3	CO2: Students will use data types, variables, formatted and unformatted function and decision and looping control statement in program.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5 SO6:2.6	LI:2.1 LI:2.2 LI:2.3	Unit-2:Identifiers and different statements 2.1,2.2,2.3,2.4,2.5,2.6, 2.7,2.8,2.9,2.10,2.11,1. 12	
PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12 PSO: 1,2,3	CO3: Student will learn the function and array in the program.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5 SO6:3.6 SO7:3.7	LI:3.1 LI:3.2 LI:3.3	Unit-3 :Functions and Arrays 3.1,3.2,3.3,3.4,3.5,3.6, 3.7,3.8,3.9,3.10,3.11,1. 12,2.13	
PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12 PSO: 1,2,3	CO4: Student will learn the pointer and structure in the program.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4	LI:4.1 LI:4.2 LI:4.3 LI:4.4 LI:4.5	Unit-4:Pointer and Structure 4.1,4.2,4.3,4.4,4.5, 4.6,4.7,4.8,4.9,4.1 0,4.11	
PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12 PSO: 1,2,3	CO5: Student will learn the concept of file handling in the program.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5	LI:5.1 LI:5.2 LI:5.3 LI:5.4 LI:5.5 LI:5.6 LI:5.7	Unit5:File Management 5.1,5.2,5.3,5.4,5.5,5. .6,5.7,5.8,5.9,5.10, 5.11,1.12	



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AKS University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA Sociology

(Revised as on 1.08.2023)

Semester-II

Course Code: 1EC201

Course Title: MICRO ECONOMICS

Pre- requisite: This course can be opted by any student who has passed 12 thclass .Student should have basic knowledge of History ,politics ,society and economics.

Rationale: After completing this course, students will be able to understand rational behaviour and fundamentals of microeconomics. They will be able to explain consumer's and producer's behaviour and their optimum decisions. Students will be able to know about the firms and industry. They will be also able to explain the theory of distribution. Students will be able to know about the firms and industry, markets and their decisions about optimum production. They will be also able to explain they theory of distribution and concept of economic welfare.

Course Outcomes:

The students will learn to;

01EC201.1: Analyze the Relation of economics and methods of economics.

01EC201.2: TO explane ordinal and cardinal approach, law of demand and elasticity of demand

01EC201.3: To explain law of variable proportion, concept of revenue and cost.

01EC201.4: They will able to know about market and price determination.

01EC201.5: They will also able to know factor pricing and concept of welfare economics



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	1EC201	Micro economics	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	1EC201	Micro economics	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion



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01EC201.1: Analyze the Relation of economics and methods of economics

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	2
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO.1 concept of definition ,scope and nature of economics SO.2 Concept of relation of economics with other economics SO.3 understanding positive and normative economics SO.4 understanding basic concept of commodity, price,wants and choice SO.5 concept of central problem of an economy,ppc		UNIT -1 INTRODUCTION OF ECONOMICS 1.1 Definition of economics 1.2 Scope of economics 1.3 Nature of economics. 1. 4- relation of economics with other economics 1.4- Meaning of positive and normative economics 1.5 definition of positive and normative economics 1.6 merits demerits of positive and normative economics 1.7- methods of economic analysis- 1.8 inductive and deductive methods- 1.9 definition of methods of economics 1.10 types of methods of economics 1.11 merits and demerits of methods of economics 1.12 basic concept of commodity 1.13 price, value of commodity 1.14 rational behavior of commodity 1.15 economic laws of commodity , 1.16 wants and choice commodity 1.17 control problem of an economy 1.18 -ppc explain with diagram.	

01EC201.2: TO explainer ordinal and cardinal approach, law of demand and elasticity of demand

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept concept of cardinal approach SO2.2 - concept of law of diminishing marginal utility SO2.3 concept of law of equimargian utility SO2.4 Understanding the concept of ordinal approach SO2.5 Understanding behavioural approach-law of demand	.	UNIT-2 CONSUMER BEHAVIOUR 2.1 concept of cardinal approach - utility 2.2 total utility, 2.3 law of diminishing marginal utility 2.4 law of equip marginal utility, 2.5 consumer surplus 2.6 Ordinal approach 2.7 indifference curve-meaning, 2.8 characteristics of indifference curve 2.9 consumer equilibrium 2.10 Behavioral approach – 2.11 revealed preference theory 2.12 Law of demand 2.13 griffin good theory 2.13 Elasticity of demand –price 2.14, income Elasticity of demand 2.15 cross elasticity of demand 2.16 time Elasticity of demand 2.17 importance of indifference curve 2.18 types of indifference curve	

01EC201.3: To explain law of variable proportion, concept of revenue and cost

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept law of elasticity SO3.2 Understanding about the production function SO3.3 Understanding the concept returns to scale SO3.4 Understanding about the producer's equilibrium SO3.54 Understanding about the	.	Unit-3 :PRODUCTION 3.1 Law of supply 3.2 elasticity of supply explain with diagram 3.3 Production function 3.4 short run and long run 3.5 Law of variable proportions 3.6 Returns to scale -meaning and explanation 3.7 Importance of Returns to scale 3.8 Is product curve -meaning	



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concept of revenue and cost		3.9 characteristics Producer's equilibrium 3.10 Economies of scale-meaning 3.11 Definition of Economies of scale 3.12 Importance of Economies of scale 3.13 Types of Economies of scale 3.14 Concept of Economies of scale 3.15 Meaning of revenue 3.16 Concept of revenue 3.17 Total cost 3.18 average and marginal revenue	
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01EC201.4: They will be able to know about market and price determination.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the market and its classification SO4.2 understanding about the perfect competition SO4.3 Understanding about determination of price and output SO4.4 Understanding about the monopoly SO .5 understanding about the monopolistic competition	.	, Unit-4 MARKET AND CLASSIFICATION 4.1 -meaning of market 4.2 classification of market 4.3 concept of market 4.4 importance of market 4.5 types of market 4.6 theory of perfect competition 4.7 perfect competition meaning 4.8 features of perfect competition 4.9 importance of perfect competition 4.10 types of perfect competition 4.11 meaning of monopoly 4.12 - determination of price perfect competition 4.13 output under perfect competition 4.14 determination of price and output under monopoly 4.15- price discrimination of monopoly 4.16 price and output under monopoly 4.17- meaning of monopolistic competition – meaning definition 4.18 features and demerits of monopolistic	

01EC201.5: They will also be able to know factor pricing and concept of welfare economics



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Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the marginal productivity theory SO5.2 Understanding about the theory of distribution SO5.3 Understanding about the theory of rent SO5.4 Understanding about theory of interest ,profit SO5.5 understanding about concept of welfare economics		UNIT -5 THEORY OF FACTOR PRICING 5.1 marginal productivity theory explanation 5.2 theory of distribution explanation 5.3 Rent- theories 5.4 meaning definition of rent 5.5 kinds of rent 5.6 Ricardian theory of rent 5.7 Modern theory of rent 5.8 Quasi of rent 5.9 Wage- theories, 5.10 Meaning and definition of wage 5.11 Interest theories meaning, definition 5.12 Kinds of interest 5.13 New classical theory of interest 5.14 Modern theory of interest 5.15 Features of profit 5.16 Modern theory of profit 5.17 Profit theories meaning ,definition 5.18 Concept of welfare economics	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (C)	Seasonal Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
01EC201.1: Analyze the Relation of economics and methods of economics	18	2	1	21
01EC201.2: TO explain ordinal and cardinal approach ,law of demand and elasticity of demand	18	1	1	20
01EC201.3: To explain law of variable proportion , concept of revenue and cost	18	1	1	20
01EC201.4: They will able to know about market and price determination.	18	2	1	21
01EC201.5: They will also able to know factor pricing and concept of welfare economics	18	2	1	21
Total Hours	90	08	05	103



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	INTRODUCTION OF ECONOMICS	01	02	02	05
CO-2	CONSUMER BEHAVIOUR	01	02	02	05
CO-3	PRODUCTION	1	02	10	13
CO-4	MARKET AND CLASSIFICATION	-	02	11	13
CO-5	THEORY OF FACTOR PRICING	01	03	10	14
Total		04	11	35	50

Legend: **R: Remember,** **U: Understand,** **A: Apply**

The end of semester assessment for Indian economy will be held with written examination of 50 marks

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	PRINCIPLES OF MICRO ECONOMICS (HINDIN & ENGLISH VERSIONS)	H L AHUJA	SUTAN CHAND AND COMPANY	
2	PRINCIPLES OF ECONOMICS	KARLL E. CASE AND RAY C. FAIR	MACCMILLAN PRESS LONDON	
3	MICRO ECONOMICS	JHINGAN M.L.	VRINDA PUBLICATION INC	
4	Dr. Pushpa Soni Dept. of ARTS AKS University, Satna .			

Curriculum Development Team:

- 1- Dr.PushpaSoni, Assistant Professor, Department of Arts
- 2- Mrs prachisingh, Teaching associate, Department of Arts
- 3- Mr. Gaurav Singh , Assistant Professor, Department of Arts
- 4- Mr, Rajeev Bairagi, Assistant Professor



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- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 6- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 7- Dr.Udaybhan Singh, Assistant Professor , Department of Arts

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian economy	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the concepts of Statistical methods	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade
CO1	3	3	2	2	1	2	1	1	3	2	3	3	2	3	3
CO2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3
CO3	3	3	2	2	1	2	1	1	3	2	2	3	3	3	3
CO4	3	3	2	2	1	2	1	1	3	3	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO:1,2,3	CO- 1.:Analyze the Relation of economics and methods of economics	SO1:1 SO1:2 SO1:3S O1:4 SO1:5	Unit-1INTRODUCTION OF ECONOMICS 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3,	CO- 2: TO explane ordinal and cardinal approach ,law of demand and elasticity of demand	SO2:1 SO2:2 SO2:3S O2:4 SO2:5	Unit-2CONSUMER BEHAVIOUR 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3,	CO-3: To explain law of variable proportion , concept of revenue and cost	SO3:1 SO3:2 SO3:3S O3:4 SO3:5	Unit 3PRODUCTION 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3,	CO-4: They will able to know about market and price determination	SO4:1 SO4:2 SO4:3S O4:4 SO4:5	Unit-4:market and classification 4.1,4.2,4.3,4.4,4.4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3,	CO-5: They will also able to know factor pricing and concept of welfare economics	SO5:1 SO5:2 SO5:3S O5:4 SO5:5	Unit5theory of factor pricing 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Curriculum of BA English Literature
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Semester-II

Course Code: 01EN201

Course Title : Study of Drama

Pre-requisite: Study of drama is a basic understanding of literary elements and techniques, such as plot, character, setting, and theme.

Rationale: The study of drama enhances understanding of human behavior and societal issues through the exploration of diverse characters and narratives.

Course Outcomes:

- 01EN201.1.**critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.
- 01EN201.2.**Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.
- 01EN201.3.**Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.
- 01EN201.4.**critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total StudyHours(CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
CORE	AI-ELITIT	Study of Drama	4	02	0	0	6	6

Legend: CI:Class room Instruction(Includes different in structionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignments, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity one (CAT)	Class Attendance (AT)				
	AI-ELIT IT	Study of Drama	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1. Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO1.1.summarize the story of Sophocles' "Oedipus Rex," identifying key plot points and the structure of Greek tragedy. SO1.2.explore the role of fate and free will in "Oedipus Rex," and understand how these themes are intertwined within the narrative and character motivations. SO1.3.analyze the use of dramatic irony in "Oedipus Rex," recognizing how it contributes to the overall tragedy and audience's experience.		Unit -I: Classical Drama: 15 lecture 1.1. Sophocles Oedipus Rex-Story 1.2.The Role of Fate and Free Will in Oedipus Rex 1.3.The Tragic Hero: Oedipus' Flaws and Virtues 1.4.The Function of Dramatic Irony in Oedipus Rex 1.5.Themes of Sight and Blindness 1.6.The Role of Prophecy and the Oracle at Delphi 1.7.Exploring the Concept of Catharsis in Oedipus Rex 1.8.The Role of the Chorus in Greek Tragedy 1.9.Gender Roles and the Position of Women in Oedipus Rex 1.10.Political and Social Context of Oedipus Rex 1.11.Oedipus Rex and Psychoanalysis: The Oedipus Complex 1.12.The Structure and Form of Greek Tragedy 1.13.The Concept of Hubris in Oedipus Rex 1.14.Symbolism and Motifs in Oedipus Rex 1.15.Moral and Ethical Questions in Oedipus Rex	

CO2.Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO2.1.Analyze the Character of Dr. Faustus: Students will critically assess whether Dr. Faustus is a tragic hero or a fool by examining his motivations, actions, and ultimate fate within the play. SO2.2.Evaluate the Themes of Knowledge and Power: Students will explore how the themes of knowledge and power are presented in "Dr. Faustus" and how these themes reflect the historical and cultural context of		Unit-II: Renaissance Drama :18 lecture 2.1. Christopher Marlow: Dr. Faustus 2.2.The Historical and Cultural Context of "Dr. Faustus" 2.3.The Character of Dr. Faustus: Tragic Hero or Fool? 2.4.Themes of Knowledge and Power in "Dr. Faustus" 2.5.Religious Conflict and the Reformation in "Dr. Faustus" 2.6.The Role of Magic and the Supernatural 2.7.The Morality Play Tradition and "Dr. Faustus" 2.8.Faustian Bargains: Thematic Analysis and Legacy 2.9.Language, Style, and Structure in "Dr. Faustus" 2.10.William Shakespeare: Tragedy in the Merchant of Venice 2.11.The Dual Nature of Shylock: Villain or Tragic Hero? 2.12.The Role of Prejudice and Discrimination in Shylock's Downfall	



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the Renaissance. SO2.3.Examine the Role of Prejudice and Discrimination in Shylock's Downfall: Students will investigate how societal prejudices and discriminatory practices contribute to Shylock's characterization and ultimate fate in "The Merchant of Venice."		2.13.The Concept of Justice and Mercy: Legal vs. Ethical Dilemmas 2.14.The Tragic Consequences of Bondage and Freedom 2.15.Portia's Dual Role: Savior and Perpetuator of Tragedy 2.16.The Tragic Flaws of Antonio: Melancholy and Self-Sacrifice 2.17.The Merchant of Venice as a Tragicomedy: Balancing Humor and Pathos 2.18.The Influence of Fortune and Destiny in Shaping Tragic Events
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CO3.Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1.analyze how Dryden adapts Shakespeare's "Antony and Cleopatra" to suit the Restoration era's tastes and theatrical conventions. SO3.2.explore how the political, social, and cultural milieu of the time influenced Dryden's writing and themes, particularly regarding notions of love, power, and tragedy. SO3.3.conduct detailed analyses of key characters, including Antony and Cleopatra, and explore central themes such as love, tragedy, political power, responsibility, fate, and free will.		Unit -III: Restoration Drama :12 lecture 3.1. John Dryden: All for Love 3.2.Historical and Cultural Context 3.3.John Dryden's Life and Works: 3.4.The Source Material: Shakespeare's "Antony and Cleopatra" 3.5.The Theme of Love and Tragedy 3.6.Character Analysis: Antony 3.7.Character Analysis: Cleopatra 3.8.Political Power and Responsibility 3.9.Stylistic Elements and Literary Devices 3.10.The Role of Fate and Free Will 3.11.Reception and Legacy 3.12.Comparative Analysis with Other Restoration Tragedies	

CO4.Critically analyzes the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO4.1.gain a detailed knowledge of Girish Karnad's contributions to Indian theatre, focusing on his play "Hayavadana," and understand its cultural and mythological context. SO4.2.develop the ability to critically analyze key themes in "Hayavadana," such as identity, incompleteness, duality, conflict, gender dynamics, and the interplay between modernity and tradition. SO4.3.learn to appreciate the use of folklore, traditional Indian theatre, symbolism, imagery, metatheatrical elements, and the role of the Bhagavata and narration in "Hayavadana."		Unit -IV: Indian Drama :15 lecture 4.1.Girish Karnad : Hayavadana 4.2.Introduction to Girish Karnad and his contributions to Indian theatre 4.3.The Cultural and Mythological Context of "Hayavadana" 4.4.Adaptation and Influence: Thomas Mann's "The Transposed Heads" and "Hayavadana" 4.5.Themes of Identity and Incompleteness in "Hayavadana" 4.6.Character Analysis: Padmini, Devadatta, and Kapila 4.7.The Use of Folklore and Traditional Indian Theatre in "Hayavadana" 4.8.Symbolism and Imagery in "Hayavadana" 4.9.The Role of the Bhagavata and Narration in "Hayavadana" 4.10.Duality and Conflict in "Hayavadana" 4.11.Gender Dynamics and Feminism in "Hayavadana" 4.12.The Concept of Perfection and Its Consequences 4.13.Rituals and Transformation in "Hayavadana" 4.14.Modernity vs. Tradition in "Hayavadana" 4.15.Play within a Play: Metatheatrical Elements in "Hayavadana"	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1.Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.	15	01	01	20
CO2.Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.	15	01	01	20
CO3.Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.	15	01	01	20
CO4.Critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.	15	01	01	20
Total Hours	60	05	05	100



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Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Classical Drama	01	01	03	05
CO-2	Renaissance Drama	01	01	03	05
CO-3	Restoration Drama	-	03	10	13
CO-4	Indian Drama	-	03	10	13
Total		03	12	36	50

Legend: R: Remember,

U: Understand,

A: Apply

The end of semester assessment for Principles of English Literature will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Glossary of Literary Terms by	M. H. Abrams	(An American Literary Critic)	Revised edition 1994
2	A History of English Literature	T. Singh	Other India Press ,Delhi	Edition 1995
3	A History of English Literature	William J. Long	Five communication ,US	Revised edition 1993
Dr. Pushpa Soni Department of Arts , AKS University Satna				



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Curriculum Development Team:

- 1- Dr.PushpaSoni,Assistant Professor, Department of Arts
- 2- Mr. Tarashankar Shukla ,SSD
- 3- Mr, Rajeev Bairagi, Assistant Professor
- 4- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 6- Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 7- Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 8- Dr.Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various field related translation officers. teaching Guide	Students will develop an appreciation of how the formal elements of Language band Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

Pos & PSOs - No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 1: Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. Classical Drama 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 2: Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Renaissance Drama .1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Restoration Drama 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Indian Drama 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15	



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Curriculum of BA HISTORY
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Semester-II

Course Code: 01HI202

Course Title : Idea Of Bharat

Pre- requisite: This course can be opted by any student who has passed 12 th class.

Rationale: **'It's all about India's glorious past.**

After Studying this paper, students will aquire knowledge regarding the primitive life and cultural status of the people of Ancient India .They can gather knowledge about the society ,culture , religion and political History , changing socio- cultural scenario of Ancient India . Students will get to know the golden past of India and feel proud of them.

Course Outcomes:

The students will be able to

01HI202.1 Acquire knowledge regarding the primitive life and cultural status of the people of Ancient India.

01HI202.2 They can gather knowledge about the society, culture, religion and political History of Ancient India.

01HI202.3 changing socio- cultural scenarios of Ancient India.

01HI202.4 Studentswill get to know the golden past of India and feel proud of them selves.

01HI202.5 Students will be able to give presentation on Indian Economic tradition.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
		Idea of Bharat	6	0	0	0	6	6



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- Legend:**
- CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (includes assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA +CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	1HI2 02	Idea Of Bharat	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1- Students will present clear cut ideas about the concept of Bharat varsha, Indian view of History and The glory of Indian Literature.

Approximate Hours

Item	Appx Hrs.
CI	24
LI	0
SW	1
SL	1
Total	26

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of Bharatvarsha SO1.2 Understand the Eternity of synonyms Bharatvarsha SO1.3 Understand the Indian concept of Time and space SO1.4 Evaluate the Glory of Indian Literature SO1.5 Write meaningfull essay on Indian view of History		Unit -1 - Concept of Bharatvarsha 1.1- Understanding of Bharatvarsha 1.2 Concept of Bharatvarsha 1.3 Geography of Bharatvarsha 1.4 Culture of Bharatvarsha 1.5 Religious condition of Bharatvarsha 1.6 Festivals of Bharatvarsha 1.7 History of Bharatvarsha 1.8 Eternity of synonyms Bharat 1.9 Indian Concept of Time 1.10 Significance of Time 1.11 Indian Concept of Space 1.12 Significance of Space 1.13 Indian View of History 1.14 Indian Historiography 1.15 Various trends on Historiography 1.16 The Glory of Indian Literature 1.17 Four Vedas 1.18 Six Vedangas 1.19 108 Upanishads 1.20 Various Epics 1.21 Various Smritis 1.22 Puranas 1.23 Buddhist Literature 1.24 Jainism Literature	

CO.2-Student will be able to draw the picture of Indian Knowledge tradition, art and culture

Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	1
SL	1
Total	25



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Concept about evolution of various Ancient Indian Language and script SO2.2 Understanding about salient features of Art and Culture . SO2.3 Preparation of presentation on Indian Educational system SO2.4 Understanding the Ethics of Indian Velor	.	UNIT 2- Indian Knowledge Tradition ,Art and Culture 2.1- Evolution of Language 2.2 Evolution of Script 2.3 Evolution of Brahmi 2.4 Evolution of Kharoshthi 2.5 Evolution of Pali 2.6 Evolution of Prakrit 2.7 Evolution of Sanskrit 2.8 Evolution of Tiraliri 2.9 Dictionary of Brahmi 2.10 Dictionary of Kharoshthi 2.11 Dictionary of Pali 2.12 Dictionary of Prakrit 2.13 Dictionary of Sanskrit 2.14 Dictionary of Tilgiri 2.15 Salient features of Indian Art 2.16 Salient features of Indian Culture 2.17 Salient features of Indian Panting Art 2.18 Salient features of Indian Dancing Art 2.19 Indian Educational System 2.20 Salient features of Indian Educational system 2.21-The concept of Indian ethics 2.22 The Concept of Indian Vellore 2.23 Significance of Ethics	

CO.3:- Students will be give an analytical view of Dharma , Philosophy and Vasudhaiva Kutumbakam

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and Indian concept of Dharma and Darshan.	.	Unit-3 : Dharma , Philosophy and Vasudhaiva Kutumbakam	
SO3.2 Understanding about the concept of Vasudhaiva Kutumbakam .		3.1 Indian Perception of Dharma	
SO3.3 Understanding the Polity and Governance.		3.2 Salient features of Dharma	
SO3.4 Understanding about the concept of Janpad .		3.3 Significance of Dharma	
SO3.5 Understanding about the concept of Gram Swarajya .		3.4 Indian Perception of Darshan	
		3.5 Salient features of Darshan	
		3.6 Significance of Darshan	
		3.7 Various Schools of Darshan	
		3.8 Salient features of Sankhya Darshan	
		3.9 Salient features of Nyaya Darshan	
		3.10 Salient features of Vaisheshika Darshan	
		3.11 Salient features of Yoga Darshan	
		3.12 Salient features of Vedanta Darshan	
		3.13 The concept of Vasudhaiva Kutumbakam :	
		3.14 Significance of Vasudhaiva Kutumbakam	
		3.15 Vasudhaiv Kutumbakam in reference of Man,Family , Society and world	
		3.16 Significance of Polity and Governance	
		3.17 Analysis the Significance of Polity and Governance	
		3.18 The concept of Janpada & Gram Swarajya	

CO.4-Student will write essay on Science, Environment and Medical science.

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	1
SL	1
Total	16



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO4.1 Understanding about the nature of science and technology in Ancient India . SO4.2 Preparation of table on various Indian Numeral system and Mathematics SO4.3 Understanding about Helth consciousness SO4.4 Understandin about the Ayurveda ,Yoga and Naturopathy SO4.5 Preparation of presentation on Indian View of Environmental conservation.	.	Unit-4 : Science , Environment and Medical Science 4.1-Science in Ancient India 4.2 Technology in Ancient India 4.3 Development of Science in Ancient India 4.4 Development of various technology in Ancient India 4.5 Salient features of Science and Technology in Ancient India 4.6 Concept of Environmental conservation: Indian view 4.7 Various forms of environmental conservation through culture in Ancient India 4.8 Health consciousness (Science of Life) 4.9-Concept and Significance of Ayurveda 4.10 Concept and Significance of Yoga 4.11 Concept and Significance of Naturopathy 4.12 Indian Numeral system 4.13 Concept of Mathematics 4.14 Famous Mathematician in Ancient India	

CO.5 Students will be able to give presentation on Indian Economic tradition .

Approximate Hours

Item	Appx Hours
CI	13
LI	0
SW	1
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Indian economy SO5.2 Preparation of table on Trade, commerce and Industry. SO5.3 Understanding about Maritime Trade SO5.4 Understanding about the concept of Land ,forest and Agriculture		Unit 5: Indian Economic Tradition 5.1- Indian Economic Thought 5.2 Various School of Indian Economic Thought 5.3 Salient features of Indian Economy 5.4 Nature of Indian Economy 5.5 -Concept of Land 5.6 Concept of Forest 5.7 Importance of Forest in Indian Culture 5.8 Development of Agriculture 5.9 Development of Industry in Ancient India 5.10 Activities of Inland trade 5.11 Components of Inland Trade . 5.12 Forms of Various commercial activities in Ancient India 5.13- Significance of Maritime Trade in Ancient Indian Economy	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
1-Students will present clear cut ideas about the concept of Bharat varsha ,Indian view of History and The glory of Indian Literature.	24	1	1	26
2- .Student will be able to draw the picture of Indian Knowledge tradition ,Art and culture	23	1	1	25
3- Students will be give an analytical view of Dharma , Philosophy and Vasudhaiva Kutumbakam .	18	1	1	20
4-Student will write essay on Science , Environment and Medical science.	14	1	1	16
5-Students will be able to give presentation on Indian Economic tradition.	13	1	1	15
Total Hours	92	05	05	102

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Concept of Bharatvarsha	01	02	02	05
CO-2	2- Indian Knowledge Tradion ,Art and Culture	01	02	02	05
CO-3	3- Dharma , Philosophy and Vasudhaiva Kutumbakam	1	02	10	13
CO-4	4- Science , Environment and Medical Science	-	02	11	13
CO-5	5-Indian Economic Traditions	1	3	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	The Wonder That was India	Basham A.L.	Rupa ,Delhi	Revised edition 1994
2	The Beautiful Tree	Dharampal	Other India Press ,Delhi	Edition 1995
3	The Story of Civilization	Will Durant	Five communication ,US	Revised edition 1993
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- 5- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited enough to think and act over for the solution of various issues	Programme provides the base to be the responsible citizen	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socio, economic, religious and political condition of	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history	Discuss the development in art and architecture language and literature, science and technology.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	1	2	2	2	2	1	1	1	1	1	3	2	3	2
CO3	2	3	2	3	1	3	1	1	1	1	1	2	3	3	3
CO4	3	1	2	2	1	2	1	1	1	1	1	3	1	2	2
CO5	1	3	2	2	2	2	1	1	1	1	1	3	3	3	3



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 Course Curriculum Map

Pos& PSO- No.	CosNo.&Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning (SL)
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO:1,2,3	CO- 1: Acquire knowledge regarding the primitive life and cultural status of the people of Ancient India .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Concept of Bharatvarsha 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18 ,1.19,1.20,1.21,1.22,1.23,1.24	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 2: They can gather knowledge about the society ,culture , religion and political History of Ancient India.	SO2:1 SO2.2 SO2.3 SO2.4		Unit-2 Indian Knowledge Tradition ,Art and Culture 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2 .12,2.13,2.14,2.15,2.16,2.17,2.18,2.19 ,2.20,2.21,2.22,2.23	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 3: changing socio- cultural scenarios of Ancient India	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Dharma , Philosophy and Vasudhaiva Kutumbakam 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3.9,3.10,3 .11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Students will get to know the golden past of India and feel proud of themselves.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: : Science , Environment and Medical Science 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.1 1,4.12,4.13,4.14	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 5: Students will be able to give presentation on Indian Economic tradition	SO5:1 SO5.2 SO5.3 SO5.4		Unit5- Indian Economic Tradition 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.1 1,5.12,5.13	



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Curriculum of BA Political Science
 (Revised as on 01.08.2023)

Semester-2nd

Course Code: 01PO201

Course Title : Political Theory

Pre-requisite: To study this course , a student must have passed 12th class

Rationale: It is about Political Theory, Student will be able to understand meaning and significance of Political theory, different ideologies and approaches. They will be able to explain concept of state and its changing nature. They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state. They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world. They will be able to explain different models of democracy and theories of representation.

Course Outcomes:

- CO1.** Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.
- CO2.** They will be able to explain concept of state and its changing nature.
- CO3.** They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state.
- CO 4.** They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.
- CO 5.** They will be able to explain different models of democracy and theories of representation.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours(CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01PO201	Political Theory	6	0	0	0	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	01PO 201	Political Theory	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1 Understand the meaning and nature of . Political Theory.</p> <p>SO1.2 We will understand the Approaches to study of Politics.</p> <p>SO1.3 Understand the difference between Political Science, Political Philosophy, Political Theory.</p> <p>SO1.4 Will understand Political Thought and Politics.</p> <p>SO1.5 Will understand the Introducing Ideologies.</p>		<p>Unit-1.0 :Understanding Political Theory</p> <p>1.1. Political Theory</p> <p>1.2. Political Theory: Meaning</p> <p>1.3. Political Theory: Significance</p> <p>1.4. Approaches to study of Politics</p> <p>1.5. traditional approach</p> <p>1.6. Historical approach</p> <p>1.7. Institutional approach</p> <p>1.8. comparative approach</p> <p>1.9. modern approaches include</p> <p>1.10.sociological approach,</p> <p>1.11.economic approach,</p> <p>1.12.psychological approach,</p> <p>1.13.quantitative approach,</p> <p>1.14.simulation approach,</p> <p>1.15.system approach,</p> <p>1.16.behavioural approach,</p> <p>1.17.Marxian approach</p> <p>1.18.Different terms- Political Science, Political Philosophy, Political Theory, Political Thought and Politics</p> <p>Introducing Ideologies</p>	

CO 2: They will be able to explain concept of state and its changing nature.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	0
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO2.1 Will know the meaning, definition of State,</p> <p>SO2.2 Will understand the Elements of state .</p> <p>SO2.3 Will know about Theories of Origin of State.</p> <p>SO2.4 You will gain knowledge of the Changing nature of state..</p> <p>SO2.5 Will gain knowledge of Political Science.</p>		<p>Unit 2.0, Concept of State</p> <p>2.1. Defining State,</p> <p>2.2.Elements of state</p> <p>2.3.Population</p> <p>2.4.Territory</p> <p>2.5.Sovereignty</p> <p>2.6.Government</p> <p>2.7.Theories of Origin of State</p> <p>2.8.Divine Right Theory</p> <p>2.9.Social Contract Theory</p> <p>2.10.Force Theory</p> <p>2.11.Evolutionary Theory</p> <p>2.12.Marxist Theory</p> <p>2.13.Historical School Theory</p>	



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		2.14.Psychological Theory	
		2.15.Geographical Theory	

CO3:They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	0
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding power and its definition and Theories of power.</p> <p>SO3.2 will also understand Meaning of Authority and its definition theories of Authority.</p> <p>SO3.2 Will gain knowledge of Meaning of Sovereignty and its definition theories of Sovereignty.</p>		<p>Unit-3: Power. Authority and Sovereignty</p> <p>3.1 Meaning of power</p> <p>3.2 its definition .</p> <p>3.3 Theories of power</p> <p>3.4 Pluralist Theory</p> <p>3.5 Elitist Theory</p> <p>3.6 Marxist Theory</p> <p>3.7 Foucault's Theory</p> <p>3.8 Meaning of Authority</p> <p>3.9 its definition</p> <p>3.10Theories of Authority</p> <p>3.11Traditional Authority</p> <p>3.12Charismatic Authority</p> <p>3.13Legal-Rational Authority</p> <p>3.14Meaning of Sovereignty</p> <p>3.15its definition</p>	

CO4:They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.

Approximate Hours

Item	Appx Hours
CI	24
LI	0
SW	0
SL	0
Total	24



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SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
SO4.1 Understanding freedom. SO4. Understanding the Equality, SO4.3 Understand the justice. SO4.4 Will understand rights.	.	Unit-4 :Core Political Concepts 4.1 Meaning of Freedom 4.2 definition of Freedom 4.3 Individual Liberty 4.4 Freedom of Speech 4.5 Freedom of Religion 4.6 Freedom of Assembly 4.7 Meaning of Equality 4.8 definition of Equality 4.9 Legal Equality 4.10 Economic Equality 4.11 Social Equality 4.12Political Equality 4.13JusticeMeaning 4.14Justice definition 4.15Distributive Justice 4.16Procedural Justice 4.17Retributive Justice 4.18Restorative Justice 4.19Meaning of Rights 4.20Definition of Meaning 4.21Human Rights 4.22Civil Rights 4.23Political Rights 4.24 Economic and Social Rights	

CO5:They will be able to explain different models of democracy and theories of representation.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
SO5.1 Will know about modern approach. SO5.2 Will understand the behaviorist approach. SO5.3 Will know about the system approach. SO5.4 Ecological Approach' will understand the interpretation of the rings approach,		Unit 5:: The Idea of Democracy 5.1. Rise of democracy 5.2. Meaning of democracy 5.3. development of democracy 5.4. Definition of democracy 5.5. goals of democracy 5.6. virtues of liberal democracy 5.7. Necessary conditions for the success of democracy 5.8. pluralistic theory of democracy 5.9. Features of pluralistic democracy 5.10. Classical Democracy 5.11. Deliberative Democracy 5.12. Representative Democracy 5.13. Pluralist Democracy 5.14. Elite Democracy 5.15. Radical Democracy 5.16. Direct Democracy 5.17. Consensus Democracy 5.18. Social Democracy	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO 1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.	18	0	0	18
CO 2: They will be able to explain concept of state and its changing nature.	15	0	0	15
CO 3: They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics.	15	0	0	15
CO 4: They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.	24	0	0	24
CO 5: They will be able to explain different models of democracy and theories of representation	18	0	0	18
Total Hours	90	00	00	90

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Understanding Political Theory	01	01	03	05
CO-2	Concept of State	01	01	03	05
CO-3	Power, Authority and Sovereignty	-	03	10	13
CO-4	Core Political Concepts	-	03	10	13
CO-5	The Idea of Democracy	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply



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The end of semester assessment for Political Theory will be held with written examination of 50 marks .

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2	□□□□□□□□, □□□□,	'□□□□□□□- □□□□□□□□□□□□□□ □□□□', ,	□□□□□□□□ □□□□□□□□ □, □□□□□□	2019.
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and explain the role of constitution in a democratic society.	Students will be able to explain the Governmental mechanism from Gram panchayat to Parliament and can suggest solutions over various issues in its functioning and implementation.	Students will use various political concepts and ideology to analyze new situations.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	2	2	1	2	1	2	1	3	2	3	2
CO3	3	3	1	3	1	2	2	1	1	1	1	3	3	3	3
CO4	3	2	2	2	1	3	1	1	2	1	3	2	2	2	2
CO5	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs&P SOs /*- No.	COsNo.&Titles	SOsNo.	LaboratoryInstruc tion(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO:1,2,3	CO- 1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Understanding Political Theory 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11, 1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. ____ to ____
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 2: They will be able to explain concept of state and its changing nature.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Concept of State 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11, 2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 3: They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics.	SO3:1 SO3.2 SO3.3		Unit-3: Power. Authority and Sovereignty 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3 .11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 4: They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.	SO4:1 SO4.2 SO4.3 SO4.4		Unit-4: Core Political Concepts 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11, 4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18,4.1 9,4.20, 4.21, 4.22, 4.23, 4.24	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 5: They will be able to explain different models of democracy and theories of representation.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: The Idea of Democracy 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11, 5.12,5.13,5.14,5.15,5.16,5.17,5.18,	



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Curriculum of BA Political Science
(Revised as on 01.08.2023)

Semester-2nd

Course Code: 01PO201

Course Title : Political Theory

Pre-requisite: To study this course , a student must have passed 12th class

Rationale: It is about Political Theory, Student will be able to understand meaning and significance of Political theory, different ideologies and approaches. They will be able to explain concept of state and its changing nature. They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state. They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world. They will be able to explain different models of democracy and theories of representation.

Course Outcomes:

- CO1.** Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.
- CO2.** They will be able to explain concept of state and its changing nature.
- CO3.** They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state.
- CO 4.** They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.
- CO 5.** They will be able to explain different models of democracy and theories of representation.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
Program Core	01PO201	Political Theory	6	0	0	0	6	6



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Legend: **CI:** Class room Instruction (Includes different in structural strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Homework Assignment (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	01PO 201	Political Theory	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1 Understand the meaning and nature of . Political Theory.</p> <p>SO1.2 We will understand the Approaches to study of Politics.</p> <p>SO1.3 Understand the difference between Political Science, Political Philosophy, Political Theory.</p> <p>SO1.4 Will understand Political Thought and Politics.</p> <p>SO1.5 Will understand the Introducing Ideologies.</p>		<p>Unit-1.0 :Understanding Political Theory</p> <p>1.19.Political Theory</p> <p>1.20.Political Theory: Meaning</p> <p>1.21.Political Theory: Significance</p> <p>1.22.Approaches to study of Politics</p> <p>1.23.traditional approach</p> <p>1.24.Historical approach</p> <p>1.25.Institutional approach</p> <p>1.26.comparative approach</p> <p>1.27.modern approaches include</p> <p>1.28.sociological approach,</p> <p>1.29.economic approach,</p> <p>1.30.psychological approach,</p> <p>1.31.quantitative approach,</p> <p>1.32.simulation approach,</p> <p>1.33.system approach,</p> <p>1.34.behavioural approach,</p> <p>1.35.Marxian approach</p> <p>1.36.Different terms- Political Science, Political Philosophy, Political Theory, Political Thought and Politics</p> <p>Introducing Ideologies</p>	

CO 2: They will be able to explain concept of state and its changing nature.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	0
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO2.1 Will know the meaning, definition of State,</p> <p>SO2.2 Will understand the Elements of state .</p> <p>SO2.3 Will know about Theories of Origin of State.</p> <p>SO2.4 You will gain knowledge of the Changing nature of state..</p> <p>SO2.5 Will gain knowledge of Political Science.</p>		<p>Unit 2.0, Concept of State</p> <p>2.1. Defining State,</p> <p>2.2.Elements of state</p> <p>2.3.Population</p> <p>2.4.Territory</p> <p>2.5.Sovereignty</p> <p>2.6.Government</p> <p>2.7.Theories of Origin of State</p> <p>2.8.Divine Right Theory</p> <p>2.9.Social Contract Theory</p> <p>2.10.Force Theory</p> <p>2.11.Evolutionary Theory</p> <p>2.12.Marxist Theory</p> <p>2.13.Historical School Theory</p> <p>2.14.Psychological Theory</p> <p>2.15.Geographical Theory</p>	



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CO3:They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics. They will be able to learn different dimensions of sovereignty and its relation with state.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	0
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding power and its definition and Theories of power.</p> <p>SO3.2 will also understand Meaning of Authority and its definition theories of Authority.</p> <p>SO3.2 Will gain knowledge of Meaning of Sovereignty and its definition theories of Sovereignty.</p>		<p>Unit-3: Power. Authority and Sovereignty</p> <p>3.1 Meaning of power</p> <p>3.2 its definition .</p> <p>3.3 Theories of power</p> <p>3.4 Pluralist Theory</p> <p>3.5 Elitist Theory</p> <p>3.6 Marxist Theory</p> <p>3.7 Foucault's Theory</p> <p>3.8 Meaning of Authority</p> <p>3.9 its definition</p> <p>3.10Theories of Authority</p> <p>3.11Traditional Authority</p> <p>3.12Charismatic Authority</p> <p>3.13Legal-Rational Authority</p> <p>3.14Meaning of Sovereignty</p> <p>3.15its definition</p>	

CO4:They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.

Approximate Hours

Item	Appx Hours
CI	24
LI	0
SW	0
SL	0
Total	24

SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
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<p>SO4.1 Understanding freedom.</p> <p>SO4.Understanding the Equality,</p> <p>SO4.3 Understand the justice.</p> <p>SO4.4 Will understand rights.</p>	<p>Unit-4 :Core Political Concepts</p> <p>4.1 Meaning of Freedom</p> <p>4.2 definition of Freedom</p> <p>4.3 Individual Liberty</p> <p>4.4 Freedom of Speech</p> <p>4.5 Freedom of Religion</p> <p>4.6 Freedom of Assembly</p> <p>4.7 Meaning of Equality</p> <p>4.8 definition of Equality</p> <p>4.9 Legal Equality</p> <p>4.10 Economic Equality</p> <p>4.11 Social Equality</p> <p>4.12 Political Equality</p> <p>4.13 Justice Meaning</p> <p>4.14 Justice definition</p> <p>4.15 Distributive Justice</p> <p>4.16 Procedural Justice</p> <p>4.17 Retributive Justice</p> <p>4.18 Restorative Justice</p> <p>4.19 Meaning of Rights</p> <p>4.20 Definition of Meaning</p> <p>4.21 Human Rights</p> <p>4.22 Civil Rights</p> <p>4.23 Political Rights</p> <p>4.24 Economic and Social Rights</p>
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CO5:They will be able to explain different models of democracy and theories of representation.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes(SOs)	(LI)	Classroom Instruction(CI)	(SL)
<p>SO5.1 Will know about modern approach.</p> <p>SO5.2 Will understand the behaviorist approach.</p> <p>SO5.3 Will know about the system approach.</p> <p>SO5.4 Ecological Approach' will understand the interpretation of the rings approach,</p>		<p>Unit 5:: The Idea of Democracy</p> <p>5.1 Rise of democracy</p> <p>5.2 Meaning of democracy</p> <p>5.3 development of democracy</p> <p>5.4 Definition of democracy</p> <p>5.5 goals of democracy</p> <p>5.6 virtues of liberal democracy</p> <p>5.7 Necessary conditions for the success of democracy</p> <p>5.8 pluralistic theory of democracy</p> <p>5.9 Features of pluralistic democracy</p> <p>5.10 Classical Democracy</p> <p>5.11 Deliberative Democracy</p> <p>5.12 Representative Democracy</p> <p>5.13 Pluralist Democracy</p> <p>5.14 Elite Democracy</p> <p>5.15 Radical Democracy</p> <p>5.16 Direct Democracy</p>	



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	5.17 Consensus Democracy 5.18 Social Democracy	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.	18	0	0	18
CO 2: They will be able to explain concept of state and its changing nature.	15	0	0	15
CO 3: They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics.	15	0	0	15
CO 4: They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.	24	0	0	24
CO 5: They will be able to explain different models of democracy and theories of representation	18	0	0	18
Total Hours	90	00	00	90

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Understanding Political Theory	01	01	03	05
CO-2	Concept of State	01	01	03	05
CO-3	Power, Authority and Sovereignty	-	03	10	13
CO-4	Core Political Concepts	-	03	10	13
CO-5	The Idea of Democracy	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Political Theory will be held with written examination of 50 marks.

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(b) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2	□□□□□□□□, □□□□,	'□□□□□□□- □□□□□□□□□□□□ □□□□', ,	□□□□□□□□□□ □□□□□□□□, □□□□□□	2019.
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive examinations or choose the most	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and explain the role of constitution in a democratic	Students will be able to explain the Governmental mechanism from Gram panchayat to Parliament and	Students will use various political concepts and ideology to analyze new situations.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	2	2	1	2	1	2	1	3	2	3	2
CO3	3	3	1	3	1	2	2	1	1	1	1	3	3	3	3
CO4	3	2	2	2	1	3	1	1	2	1	3	2	2	2	2
CO5	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs&P SOs /*- No.	COsNo.&Titles	SOsNo.	LaboratoryInstruc tion(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO:1,2,3	CO- 1: Student will be able to understand meaning and significance of Political theory, different ideologies and approaches.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Understanding Political Theory 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11, 1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. ____ to ____
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 2: They will be able to explain concept of state and its changing nature.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Concept of State 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11, 2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 3: They will learn what is power and authority and how they are interwoven. These two concepts will further enhance their understanding of politics.	SO3:1 SO3.2 SO3.3		Unit-3: Power. Authority and Sovereignty 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3 .11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 4: They will be able to explain liberty, equality, justice and rights. Understanding of these key political concepts will facilitate students in real political world.	SO4:1 SO4.2 SO4.3 SO4.4		Unit-4: Core Political Concepts 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11, 4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18,4.1 9,4.20, 4.21, 4.22, 4.23, 4.24	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 5: They will be able to explain different models of democracy and theories of representation.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: The Idea of Democracy 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11, 5.12,5.13,5.14,5.15,5.16,5.17,5.18,	



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Curriculum of BA HISTORY
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Semester-II

Course Code: 01HI202

Course Title : Idea Of Bharat

Pre- requisite: This course can be opted by any student who has passed 12 th class .

Rationale: **'It's all about India's glorious past.**

After Studying this paper, students will acquire knowledge regarding the primitive life and cultural status of the people of Ancient India .They can gather knowledge about the society, culture , religion and political History , changing socio- cultural scenario of Ancient India . Students will get to know the golden past of India and feel proud of them selves.

Course Outcomes:

the students will. be able to

01HI202.1 Aquire knowledge regarding the primitive life and cultural status of the people of Ancient India

01HI202.2 they can gather knowledge about the society, culture, religion and political History of Ancient India.

01HI202.3 changing socio- cultural scenarios of Ancient India.

01HI202.4 Students will get to know the golden past of India and feel proud of them.

01HI202.5 Students will be able to give presentation on Indian Economic tradition .

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	1HI202	Idea of Bharat	6	0	0	0	6	6



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- Legend:**
- CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (includes assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Mark (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	1HI20 2	Idea Of Bharat	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO. 1- Students will present clear cut ideas about the concept of Bharat varsha, Indian view of History and The glory of Indian Literature.

Approximate Hours

Item	Appx Hrs.
CI	24
LI	0
SW	1
SL	1
Total	26

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of Bharatvarsha SO1.2 Understand the Eternity of synonyms Bharatvarsha SO1.3 Understand the Indian concept of Time and space SO1.4 Evaluate the Glory of Indian Literature SO1.5 Write meaningfull essay on Indian view of History		Unit -1 - Concept of Bharatvarsha 1.1- Understanding of Bharatvarsha 1.2 Concept of Bharatvarsha 1.3 Geography of Bharatvarsha 1.4 Culture of Bharatvarsha 1.5 Religious condition of Bharatvarsha 1.6 Festivals of Bharatvarsha 1.7 History of Bharatvarsha 1.8 Eternity of synonyms Bharat 1.9 Indian Concept of Time 1.10 Significance of Time 1.11 Indian Concept of Space 1.12 Significance of Space 1.13 Indian View of History 1.14 Indian Historiography 1.15 Various trends on Historiography 1.16 The Glory of Indian Literature 1.17 Four Vedas 1.18 Six Vedangas 1.19 108 Upanishads 1.20 Various Epics 1.21 Various Smrities 1.22 Puranas 1.23 Buddhist Literature 1.24 Jainism Literature	

CO.2-Student will be able to draw the picture of Indian Knowledge tradition, art and culture



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Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	1
SL	1
Total	25

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about evolution of various Ancient Indian Language and script		UNIT 2- Indian Knowledge Tradition ,Art and Culture 2.1- Evolution of Language 2.2 Evolution of Script 2.3 Evolution of Brahmi 2.4 Evolution of Kharoshthi 2.5 Evolution of Pali 2.6 Evolution of Prakrit 2.7 Evolution of Sanskrit 2.8 Evolution of Tugaliri 2.9 Dictionary of Brahmi 2.10 Dictionary of Kharoshthi 2.11 Dictionary of Pali 2.12 Dictionary of Prakrit 2.13 Dictionary of Sanskrit 2.14 Dictionary of Tilgiri 2.15 Salient features of Indian Art 2.16 Salient features of Indian Culture 2.17 Salient features of Indian Panting Art 2.18 Salient features of Indian Dancing Art 2.19 Indian Educational System 2.20 Salient features of Indian Educational system 2.21-The concept of Indian ethics 2.22 The Concept of Indian Vellore 2.23 Significance of Ethics	
SO2.2 Understanding about salient features of Art and Culture .			
SO2.3 Preparation of presentation on Indian Educational system			
SO2.4 Understanding the Ethics of Indian Velor			

CO.3:- Students will be give an analytical view of Dharma , Philosophy and Vasudhaiva Kutumbakam

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO3.1 Meaning and Indian concept of Dharma and Darshan.	.	Unit-3 : Dharma , Philosophy and Vasudhaiva Kutumbakam	
SO3.2 Understanding about the concept of Vasudhaiva Kutumbakam .		3.1 Indian Perception of Dharma	
SO3.3 Understanding the Polity and Governance.		3.2 Salient features of Dharma	
SO3.4 Understanding about the concept of Janpad .		3.3 Significance of Dharma	
SO3.5 Understanding about the concept of Gram Swarajya .		3.4 Indian Perception of Darshan	
		3.5 Salient features of Darshan	
		3.6 Significance of Darshan	
		3.7 Various Schools of Darshan	
		3.8 Salient features of Sankhya Darshan	
		3.9 Salient features of Nyaya Darshan	
		3.10 Salient features of Vaisheshika Darshan	
		3.11 Salient features of Yoga Darshan	
		3.12 Salient features of Vedanta Darshan	
		3.13 The concept of Vasudhaiva Kutumbakam :	
		3.14 Significance of Vasudhaiva Kutumbakam	
		3.15 Vasudhaiv Kutumbakam in reference of Man,Family , Society and world	
		3.16 Significance of Polity and Governance	
		3.17 Analysis the Significance of Polity and Governance	
		3.18 The concept of Janpada & Gram Swarajya	

CO.4-Student will write essay on Science , Environment and Medical science .

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	1
SL	1
Total	16



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO4.1 Understanding about the nature of science and technology in Ancient India . SO4.2 Preparation of table on various Indian Numeral system and Mathematics SO4.3 Understanding about Helth consciousness SO4.4 Understanding about the Ayurveda ,Yoga and Naturopathy SO4.5 Preparation of presentation on Indian View of Environmental conservation.	.	Unit-4 : Science , Environment and Medical Science 4.1-Science in Ancient India 4.2 Technology in Ancient India 4.3 Development of Science in Ancient India 4.4 Development of various technology in Ancient India 4.5 Salient features of Science and Technology in Ancient India 4.6 Concept of Environmental conservation: Indian view 4.7 Various forms of environmental conservation through culture in Ancient India 4.8 Health consciousness (Science of Life) 4.9-Concept and Significance of Ayurveda 4.10 Concept and Significance of Yoga 4.11 Concept and Significance of Naturopathy 4.12 Indian Numeral system 4.13 Concept of Mathematics 4.14 Famous Mathematician in Ancient India	

CO.5 Students will be able to give presentation on Indian Economic tradition.

Approximate Hours

Item	Appx Hours
CI	13
LI	0
SW	1
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Indian economy SO5.2 Preparation of table on Trade , commerce and Industry . SO5.3 Understanding about Maritime Trade SO5.4 Understanding about the concept of Land ,forest and Agriculture		Unit 5: Indian Economic Tradition 5.1- Indian Economic Thought 5.2 Various School of Indian Economic Thought 5.3 Salient features of Indian Economy 5.4 Nature of Indian Economy 5.5 -Concept of Land 5.6 Concept of Forest 5.7 Importance of Forest in Indian Culture 5.8 Development of Agriculture 5.9 Development of Industry in Ancient India 5.10 Activities of Inland trade 5.11 Components of Inland Trade . 5.12 Forms of Various commercial activities in Ancient India 5.13- Significance of Maritime Trade in Ancient Indian Economy	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
1-Students will present clear cut ideas about the concept of Bharat varsha, Indian view of History and The glory of Indian Literature.	24	1	1	26
2- .Student will be able to draw the picture of Indian Knowledge tradition ,Art and culture	23	1	1	25
3- Students will be given an analytical view of Dharma, Philosophy and Vasudhaiva Kutumbakam.	18	1	1	20
4-Student will write essay on Science, Environment and Medical science.	14	1	1	16
5-Students will be able to give presentation on Indian Economic tradition.	13	1	1	15
Total Hours	92	05	05	102

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Concept of Bharatvarsha	01	02	02	05
CO-2	2- Indian Knowledge Tradion ,Art and Culture	01	02	02	05
CO-3	3- Dharma , Philosophy and Vasudhaiva Kutumbakam	1	02	10	13
CO-4	4- Science , Environment and Medical Science	-	02	11	13
CO-5	5-Indian Economic Traditions	1	3	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	The Wonder That was India	Basham A.L.	Rupa ,Delhi	Revised edition 1994
2	The Beautiful Tree	Dharampal	Other India Press ,Delhi	Edition 1995
3	The Story of Civilization	Will Durant	Five communication ,US	Revised edition 1993
Dr. Pushpa Soni Department of Arts , AKS University, Satna				

Curriculum Development Team:

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- 3- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited enough to think and act over for the solution of various issues prevailed	Programme provides the base to be the responsible citizen	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socio, economic, religious and political condition of	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields.	Discuss the development in art and architecture language and literature ,science and technology.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	1	2	2	2	2	1	1	1	1	1	3	2	3	2
CO3	2	3	2	3	1	3	1	1	1	1	1	2	3	3	3
CO4	3	1	2	2	1	2	1	1	1	1	1	3	1	2	2
CO5	1	3	2	2	2	2	1	1	1	1	1	3	3	3	3



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 Course Curriculum Map

Pos& PSOs - No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5,6,7 ,8,9,10,11,12 PSO:1,2,3	CO- 1: Acquire knowledge regarding the primitive life and cultural status of the people of Ancient India .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Concept of Bharatvarsha 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21,1.22,1.23,1.24	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7 ,8,9,10,11,12 PSO: 1,2,3	CO- 2: They can gather knowledge about the society ,culture , religion and political History of Ancient India.	SO2:1 SO2.2 SO2.3 SO2.4		Unit-2 Indian Knowledge Tradition ,Art and Culture 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19 ,2.20,2.21,2.22,2.23	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,12 PSO: 1,2,3	CO- 3: changing socio- cultural scenarios of Ancient India	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Dharma , Philosophy and Vasudhaiva Kutumbakam 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,12 PSO: 1,2,3	CO- 4: Students will get to know the golden past of India and feel proud of themselves.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: : Science , Environment and Medical Science 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14	
PO: 1,2,3,4,5,6,7 ,8,9,10,11,12 PSO: 1,2,3	CO- 5: Students will be able to give presentation on Indian Economic tradition	SO5:1 SO5.2 SO5.3 SO5.4		Unit5- Indian Economic Tradition 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13	



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Semester-II

Course Code: 01EN201

Course Title : Study of Drama

Pre-requisite: Study of drama is a basic understanding of literary elements and techniques, such as plot, character, setting, and theme.

Rationale: The study of drama enhances understanding of human behavior and societal issues through the exploration of diverse characters and narratives.

Course Outcomes:

- 01EN201.1.critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.
- 01EN201.2.Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.
- 01EN201.3.Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.
- 01EN201.4.critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
	AI-ELITIT	Study of Drama	4	02	0	0	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	AI-ELIT IT	Study of Drama	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1. Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(S L)
SO1.1.summarize the story of Sophocles' "Oedipus Rex," identifying key plot points and the structure of Greek tragedy. SO1.2.explore the role of fate and free will in "Oedipus Rex," and understand how these themes are intertwined within the narrative and character motivations. SO1.3.analyze the use of dramatic irony in "Oedipus Rex," recognizing how it contributes to the overall tragedy and audience's experience.		Unit -I: Classical Drama: 15 lecture 1.1. Sophocles Oedipus Rex-Story 1.2.The Role of Fate and Free Will in Oedipus Rex 1.3.The Tragic Hero: Oedipus' Flaws and Virtues 1.4.The Function of Dramatic Irony in Oedipus Rex 1.5.Themes of Sight and Blindness 1.6.The Role of Prophecy and the Oracle at Delphi 1.7.Exploring the Concept of Catharsis in Oedipus Rex 1.8.The Role of the Chorus in Greek Tragedy 1.9.Gender Roles and the Position of Women in Oedipus Rex 1.10.Political and Social Context of Oedipus Rex 1.11.Oedipus Rex and Psychoanalysis: The Oedipus Complex 1.12.The Structure and Form of Greek Tragedy 1.13.The Concept of Hubris in Oedipus Rex 1.14.Symbolism and Motifs in Oedipus Rex 1.15.Moral and Ethical Questions in Oedipus Rex	

CO2.Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO2.1.Analyze the Character of Dr. Faustus: Students will critically assess whether Dr. Faustus is a tragic hero or a fool by examining his motivations, actions, and ultimate fate within the play. SO2.2.Evaluate the Themes of Knowledge and Power: Students will explore how the themes of knowledge and power are presented in "Dr. Faustus" and how these themes reflect the historical and cultural context of the Renaissance. SO2.3.Examine the Role of Prejudice and Discrimination in Shylock's Downfall: Students will investigate		Unit-II: Renaissance Drama :18 lecture 2.1. Christopher Marlow: Dr. Faustus 2.2.The Historical and Cultural Context of "Dr. Faustus" 2.3.The Character of Dr. Faustus: Tragic Hero or Fool? 2.4.Themes of Knowledge and Power in "Dr. Faustus" 2.5.Religious Conflict and the Reformation in "Dr. Faustus" 2.6.The Role of Magic and the Supernatural 2.7.The Morality Play Tradition and "Dr. Faustus" 2.8.Faustian Bargains: Thematic Analysis and Legacy 2.9.Language, Style, and Structure in "Dr. Faustus" 2.10.William Shakespeare: Tragedy in the Merchant of Venice 2.11.The Dual Nature of Shylock: Villain or Tragic Hero? 2.12.The Role of Prejudice and Discrimination in Shylock's Downfall 2.13.The Concept of Justice and Mercy: Legal vs. Ethical	



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how societal prejudices and discriminatory practices contribute to Shylock's characterization and ultimate fate in "The Merchant of Venice."		Dilemmas 2.14.The Tragic Consequences of Bondage and Freedom 2.15.Portia's Dual Role: Savior and Perpetuator of Tragedy 2.16.The Tragic Flaws of Antonio: Melancholy and Self-Sacrifice 2.17.The Merchant of Venice as a Tragicomedy: Balancing Humor and Pathos 2.18.The Influence of Fortune and Destiny in Shaping Tragic Event	
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CO.3Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1.analyze how Dryden adapts Shakespeare's "Antony and Cleopatra" to suit the Restoration era's tastes and theatrical conventions. SO3.2.explore how the political, social, and cultural milieu of the time influenced Dryden's writing and themes, particularly regarding notions of love, power, and tragedy. SO3.3.conduct detailed analyses of key characters, including Antony and Cleopatra, and explore central themes such as love, tragedy, political power, responsibility, fate, and free will.		Unit -III: Restoration Drama :12 lecture 3.1. John Dryden: All for Love 3.2.Historical and Cultural Context 3.3.John Dryden's Life and Works: 3.4.The Source Material: Shakespeare's "Antony and Cleopatra" 3.5.The Theme of Love and Tragedy 3.6.Character Analysis: Antony 3.7.Character Analysis: Cleopatra 3.8.Political Power and Responsibility 3.9.Stylistic Elements and Literary Devices 3.10.The Role of Fate and Free Will 3.11.Reception and Legacy 3.12.Comparative Analysis with Other Restoration Tragedies	

CO4.Critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO4.1.gain a detailed knowledge of Girish Karnad's contributions to Indian theatre, focusing on his play "Hayavadana," and understand its cultural and mythological context.</p> <p>SO4.2.develop the ability to critically analyze key themes in "Hayavadana," such as identity, incompleteness, duality, conflict, gender dynamics, and the interplay between modernity and tradition.</p> <p>SO4.3.learn to appreciate the use of folklore, traditional Indian theatre, symbolism, imagery, metatheatrical elements, and the role of the Bhagavata and narration in "Hayavadana."</p>		<p>Unit -IV: Indian Drama :15 lecture</p> <p>4.1.Girish Karnad : Hayavadana</p> <p>4.2.Introduction to Girish Karnad and his contributions to Indian theatre</p> <p>4.3.The Cultural and Mythological Context of "Hayavadana"</p> <p>4.4.Adaptation and Influence: Thomas Mann's "The Transposed Heads" and "Hayavadana"</p> <p>4.5.Themes of Identity and Incompleteness in "Hayavadana"</p> <p>4.6.Character Analysis: Padmini, Devadatta, and Kapila</p> <p>4.7.The Use of Folklore and Traditional Indian Theatre in "Hayavadana"</p> <p>4.8.Symbolism and Imagery in "Hayavadana"</p> <p>4.9.The Role of the Bhagavata and Narration in "Hayavadana"</p> <p>4.10.Duality and Conflict in "Hayavadana"</p> <p>4.11.Gender Dynamics and Feminism in "Hayavadana"</p> <p>4.12.The Concept of Perfection and Its Consequences</p> <p>4.13.Rituals and Transformation in "Hayavadana"</p> <p>4.14.Modernity vs. Tradition in "Hayavadana"</p> <p>4.15.Play within a Play: Metatheatrical Elements in "Hayavadana"</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1.Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play.	15	01	01	20
CO2.Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period.	15	01	01	20
CO3.Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.	15	01	01	20
CO4.Critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.	15	01	01	20
	0	0	0	0
Total Hours	60	05	05	100



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Classical Drama	01	01	03	05
CO-2	Renaissance Drama	01	01	03	05
CO-3	Restoration Drama	-	03	10	13
CO-4	Indian Drama	-	03	10	13
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Principles of English Literature will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

- (a) **Books:**



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S. No.	Title	Author	Publisher	Edition & Year
1	Glossary of Literary Terms by	M. H. Abrams	(An American Literary Critic)	Revised edition 1994
2	A History of English Literature	T. Singh	Other India Press ,Delhi	Edition 1995
3	A History of English Literature	William J. Long	Five communication ,US	Revised edition 1993
	Dr. Pushpa Soni Department of Arts , AKS University Satna			

Curriculum Development Team:

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- 6-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
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CO-PO Mapping:



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the most graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various field related translation officers , teaching ,Guide, archives ,museums.	Students will develop an appreciation of how the formal elements of Language band Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map



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Pos & PSOs - No.	Cos No.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO:1,2,3	CO- 1: Critically analyze and interpret the themes of fate and free will in Sophocles' "Oedipus Rex," demonstrating an understanding of how these concepts influence the narrative and the characters' actions within the play	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. Classical Drama 1.1,1.2,1.3,1.4,1.5,1.6,1.7 ,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 2: Analyze the themes of knowledge, power, and the supernatural in Christopher Marlowe's "Dr. Faustus," understanding how these elements reflect the historical and cultural context of the Renaissance period	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Renaissance Drama .1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10 ,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 3: Examine the historical and cultural context of "Dr. Faustus," understanding how the Renaissance period's intellectual and religious conflicts influenced the play's themes and characters.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Restoration Drama 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Critically analyze the themes of identity and incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Indian Drama 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13, 4.14,4.15	



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Semester-II

Course Code:	03NC103
Course Title :	NCC Awareness
Pre-requisite:	Certificate course with economics as major subject
Rationale:	'It's all about the money and banking' Students studying NCC Awareness theory, investment, consumption function, multiplier theory, IS LM curve, accelerator theory, Rate of interest, money and banking

Course Outcomes:

- CO.1 To develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.
- CO.2 It also enlightens leadership qualities among young students.
- CO.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.
- CO.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality
- CO.5 It also provides knowledge about different social activity- treeplantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Credits (C)
			CI	LI	SW	SL	
	03NC103	NCC Awareness	6	0	0	6	6



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- Legend:**
- CI:** Class room Instruction (Includes different in structural strategies i.e. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (includes assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	03NC103	NCC Awareness	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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03NC103.1. To develop knowledge about discipline character, brotherhood, the Spirit of adventure and ideals of selfless service.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	17

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO1.1 Understand the History of National Cadet Corps: SO1.2 Understand the National Cadet Corps of Independent India. SO1.3 Understand the Aims and Objectives SO1.4 Preparation of NCC Flag SO1.5 Preparation of NCC song.		1.0 History of National Cadet Corps: 1.1 Founding of the National Cadet Corps (NCC) 1.2. Early Development and Structure 1.3. Integration into Indian Armed Forces 1.4. World War II and the NCC 1.5. Post-Independence Reorganization 1.6. NCC in the 1950s and 1960s 1.7. Expansion and Growth in the 1970s 1.8. Introduction of New Training Programs 1.9. NCC's Role in National Integration 1.10. Women's Involvement in the NCC 1.11. Major NCC Camps and Events 1.12. Partnerships with Educational Institutions 1.13. Modernization and Technological Advancements 1.14. Recent Initiatives and Reforms 1.15. Impact of the NCC on Youth Development	

03NC103.2 It also enlightens leadership qualities among young students.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17



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SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
SO2.1 Understand about the Na, of Lectures SO2.2 Understanding about the Navy and Air Force SO2.3 Preparation of Army SO2.4 Understanding the command and control SO2.5 Preparation of Honors and Awards	.	2.0 Introduction to Defence Services: 2.1 History and Evolution of Defense Services 2.2 Roles and Functions of the Armed Forces 2.3 Branch Structure: Army, Navy, and Air Force 2.4 Basic Training and Recruitment Process 2.5 Military Ranks and Hierarchies 2.6 Defense Service Regulations and Protocols 2.7 National and International Defense Strategies 2.8 Key Military Equipment and Technology 2.9 Defense Service Careers and Specializations 2.10 Military Service and Civilian Life Integration 2.11 Defense Budget and Funding 2.12 Peacekeeping and Humanitarian Missions 2.13 Military Ethics and Leadership Principles 2.14 Impact of Defense Services on National Security 2.15 Future Trends and Challenges in Defense Services	

03NC103.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17

SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
SO3.1 Meaning and concept of Introduction to personality development SO3.2 understand the meaning of personality development SO3.3 Understanding the Change your mind set SO3.4 Understanding about Decision making SO3.5 understand the Team work	.	3.0 Personality development: 3.1 Self-Awareness and Self-Assessment 3.2 Goal Setting and Achievement 3.3 Emotional Intelligence 3.4 Communication Skills 3.5 Time Management and Organization 3.6 Leadership and Teamwork 3.7 Conflict Resolution and Problem-Solving 3.8 Stress Management and Resilience 3.9 Self-Discipline and Motivation 3.10 Critical Thinking and Decision Making 3.11 Adaptability and Flexibility 3.12 Public Speaking and Presentation Skills 3.13 Building Self-Esteem and Confidence	



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		3.14 Networking and Relationship Building 3.15 Personal Branding and Professional Image	
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03NC103.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	17

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO4.1 Understanding about the Introduction of leadership SO4.2 Preparation of types of Leadership SO4.3 Understanding about the develop leadership SO4.4 Understanding about the Leadership traits SO4.5 Preparation of Leadership case study	.	4.0 Leadership: 4.1 Leadership Theories and Styles 4.2 Effective Communication in Leadership 4.3 Decision-Making Processes 4.4 Conflict Resolution and Mediation 4.5 Strategic Vision and Goal Setting 4.6 Team Building and Motivation 4.7 Leadership Ethics and Integrity 4.8 Change Management and Innovation 4.9 Delegation and Empowerment 4.10 Leadership Development and Training 4.11 Crisis Management and Problem Solving 4.12 Performance Management and Feedback 4.13 Cultural Competence and Diversity 4.14 Mentoring and Coaching 4.15 Influence and Persuasion Techniques	

03NC103.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01



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Total	17
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Session Outcomes (SOs)	(L)	Classroom Instruction (CI)
SO5.1 Understanding about the importance of first aid SO5.2 Preparation of types of first aid SO5.3 Understanding about the First Aid Scope SO5.4 Understanding about the objectives of first aid SO5.5 Preparation of Dressing of wounds.	.	5.0 First aid 5.1 Basic Life Support (BLS) 5.2 Cardiopulmonary Resuscitation (CPR) 5.3 Management of Choking 5.4 Control of Bleeding 5.5 Treatment of Burns and Scalds 5.6 Fractures and Immobilization 5.7 Wound Care and Dressing 5.8 Shock Management 5.9 Handling Poisoning 5.10 Heat Stroke and Hypothermia 5.11 Asthma Attack Response 5.12 Heart Attack First Aid 5.13 Seizure Management 5.14 Drowning and Near-Drowning Response 5.15 Bites and Stings Treatment

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
03NC103.1. To develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.	15	01	01	17
03NC103.2 It also enlightens leadership qualities among young students	15	01	01	17
03NC103.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc	15	01	01	17
03NC103.4 The aim of this subject is to develop the students of personality ,physical and mental health, and social quality.	15	01	01	17
03NC103.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.	15	01	01	17



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Total Hours	75	00	00	85
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Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	History of National Cadet Corps:	01	01	03	05
CO-2	Introduction to Defence Services:	01	01	03	05
CO-3	Personality development	-	03	10	13
CO-4	Leadership, first aid	-	03	10	13
CO-5	First aid	01	03	10	14
Total		03	12	36	50

Legend: **R:Remember,** **U:Understand,** **A:Apply**

The end of semester assessment for NCC Awareness will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment

Suggested Instructional/Implementation Strategies:

- Improved Lecture
- Tutorial
- Case Method
- Group Discussion
- Brainstorming

Suggested Learning Resources:

• **Books:**

S. No.	Title	Author	Publisher	Edition & Year
1	NCC Awareness	Allen G.D.	Macmillan London	Revised edition 21 edition 2020
2	NCC Awareness	Vaish M.C.	Vikas publishing house New Delhi	



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4	Lecture note provided by Dept. of Commerce AKS University, Satna .
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- 3-Mr, Rajeev Bairagi, Assistant Professor
- 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor , Department of Arts

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3	
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B.A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production,	
CO1	3	3	2	2	2	2	1	1	3	2	3	3	2	3	3	
CO2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3	
CO3	3	3	2	2	2	2	1	1	3	2	2	3	3	3	3	



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CO4	3	3	2	2	1	2	1	1	3	3	3	3	3	3	3
CO5	3	3	2	2	2	2	1	1	2	2	3	3	3	3	3

Course Curriculum Map

Pos& PSOs -No.	CosNo.&Titles	SOsNo.	Classroom Instruction(CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1 To develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	Unit-1.0 History of National Cadet Corps: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2 It also enlightens leadership qualities among young students	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5	Unit-2.0 Introduction to Defence Services 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5	Unit-3: Personality development 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.14,3.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4 The aim of this subject is to develop the students of personality, physical and mental health, and social quality.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO5:4.5	Unit-4: Leadership, first aid 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5 It also provides knowledge about different social activity- tree plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5	Unit-5: First aid 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15	

III

BA SOCIOLOGY



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Department of Arts
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Semester-III

Course Code: 0SE301

Course Title : Digital Marketing

Pre-requisite: Student should have basic knowledge of Digital Marketing technique, search engine optimization, search engine marketing. Student should aware of how to use internet and e-commerce.

Rationale: The subject of Digital marketing allows you to reach your target audience online, in a variety of ways, on a variety of platforms. Digital marketing includes methods like social media marketing, content marketing, SEO, PPC, web design, and more. It includes strategies that allow you to target your exact audience online — allowing you to make more sales, drive more traffic to your website, and increase your revenue year over year.

Course Outcomes:

CO .1: Acquire the knowledge of the fundamentals and features of digital marketing technique.

CO .2: Acquire the basic and advances knowledge of search engine optization.

CO .3: Acquire the basic and advances knowledge of search engine marketing.

CO .4: Acquire the basic and advances knowledge of social media marketing.

CO .5: Acquire the basic and advances knowledge of website traffic analysis.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours(CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	0SE301	Digital Marketing	3	1	1	0	5	4

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others).
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.



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Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
		Digital marketing	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO .1: Acquire the knowledge of the fundamentals and features of digital marketing technique.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	2
SW	1
SL	0
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
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SO1.1 Introduction to digital marketing SO1.2 Understanding E-Commerce SO1.3 Navigating the electronic bussiness Environment SO1.4 Understanding the Blog,WEBSITE. SO1.5 Understandingthe Visibility,visitor engagement.	Unit-1.0 introduction to Digital Marketing 1.1. Meaning of Digital marketing. 1.2. Differences from Traditional marketing. 1.3.Return of investment on Digital marketing vs Traditional marketing 1.4.E commerce 1.5.Tools used for successful marketing 1.6.SWOT Analysis of business for Digital Marketing, 1.7.Meaning of Blogs 1.8. Websites, Portal and their Differences. 1.9. Visibility, Visitor, Engagement. 1.10. Conversions process. 1.11. Retention. 1.12.performance Evaluation
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CO .2: Acquire the basic and advances knowledge of search engine optization

Approximate Hours

Item	Appx Hours
CI	12
LI	2
SW	1
SL	0
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Introduction to SEARCH Engine optimization. SO2.2 understanding on page optimization technique SO2.3.understanding social media optimization SO2.4 understanding social media marketing SO2.5 understanding social media analytical tool	.	Unit 2.Search engine optimization 2.1 Understand Search Engine Optimization. 2.2. Learn On page optimization techniques. 2.3. Explore off page optimization techniques 2.4.preparing reports, creating search Campaigns, creating display campaigns 2.5. Learn Social Media Optimization (SMO). 2.6. Introduction to Social Media Marketing ,Advanced Face book Marketing 2.7. Word press Blog creation. 2.8. Twitter Marketing. 2.9. LinkedIn Marketing. 2.10. InstagramMarketing. 2.11. Social media Analytical tools. 2.12. Social media and communication.	

CO .3: Acquire the basic and advances knowledge of search engine marketing.



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Approximate Hours

Item	AppxHours
CI	10
LI	4
SW	1
SL	0
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(S L)
SO3.1 Introduction to search engine marketing SO3.2 Understanding use of search engine marketing SO3.3 understanding ppc,display advertising technique SO3.4 Report Generation and website traffic development	.	Unit-3 : search engine marketing 3.1. Search Engine Marketing. 3.2..Meaning and use of search engine marketing 3.3. tools used – pay per click, Googleawords. 3.4. Display advertising techniques report generation. 3.5.Website traffic analysis, Affiliate Marketing and Ad designing: 3.6.Google Analytics, Online reputation management 3.7. Email marketing, affiliate marketing. 3.8. understanding Ad words Algorithm. 3.9.Advertisement Designing 3.10. Social media.	

CO .4: Acquire the basic and advances knowledge of social media marketing.

Approximate Hours

Item	Appx Hours
CI	00
LI	15
SW	0
SL	0
Total	15

Session Outcomes(SOs)	(LI)	lab instruction	(CI)
SO4.1 Introduction to digital marketing SO4.2 Introduction to search engine marketing SO4.3 Understanding use of search engine marketing		4.1. Searching web for digital marketing 4.2. Design SEO to improve page rank of our college. 4.3. Monitor traffic of website. 4.4. Using Google analytics 4.5. Using search engine submission improves online recognition and visibility of web site. 4.6.Design a website 4.7 Design a blog. 4.8. Use of cross linking. 4.9.Keyword searching 4.10. On page optimization of website 4.11. Off page optimization of website 4.12. Design back link and outbound link of website. 4.13. Web development, audio, video production. 4.14. Digital content creation 4.15.Product & sales review analysis	

Brief of Hours suggested for the Course Outcome



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Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	lab instruction (LI)	Total hour (Cl+SW+LI)
AC101.1: Acquire the knowledge of the fundamentals and features of digital marketing technique.	8	1	1	10
CO.2: Acquire the basic and advances knowledge of search engine optization.	8	1	4	13
CO.3: Acquire the basic and advances knowledge of search engine marketing.	8	1	2	11
CO.4: Acquire the basic and advances knowledge of social media marketing	8	1	4	13
CO.5: Acquire the basic and advances knowledge of website traffic analysis.	8	1	4	13
Total Hours	40	5	15	60

Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Acquire the knowledge of the fundamentals and features of digital marketing technique.	01	03	05	09
CO-2	Acquire the basic and advances knowledge of search engine optization.	01	03	05	09
CO-3	Acquire the basic and advances knowledge of search engine marketing.	01	03	05	09
CO-4	Acquire the basic and advances knowledge of social media marketing.	01	03	10	14
CO-5	Acquire the basic and advances knowledge of website traffic analysis.	01	03	05	09
Total		05	15	30	50

Legend: R:Remember, U:Understand, A:Apply

The end of semester assessment for Digital Marketing will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.
Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:



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S. No.	Title	Author	Publisher	Edition&Year
1	Digital Marketing	Ahuja Vandana	<i>Oxford university press.</i>	2016
2	Digital Marketing:cases from india	Saini Romi,NargundkarRajendra	Notion press	2018

CO-PO-PSO Mapping

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	Engineering knowledge	Problem Analysis	Design/development of solutions	Conduct studies of difficult problems	Utilization of modern tools	Engineers and society	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Being able to comprehend and put knowledge of software application analysis, design, and development to use.	Apply knowledge and skills for computer practice while upholding social, ethical, and legal principles.	The capacity to work with cutting-edge computing systems and pursue employment in the IT sector, including consulting, research and development, education, and related fields.
CO1	2	2	3	3	3	1	1	3	1	1	1	3	2	2	2
CO2	1	3	2	3	2	2	2	2	1	1	1	3	3	2	2
CO3	2	2	2	3	3	2	1	2	1	1	1	3	2	2	3
CO4	1	2	3	2	3	2	1	3	1	2	1	3	3	2	2
CO5	1	2	2	2	3	2	1	3	1	1	1	3	3	2	2



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Course Curriculum Map

Pos&PSOs-No.	CosNo.&Titles	SOsNo.	LaboratoryInstruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO .1: Acquire the knowledge of the fundamentals and features of digital marketing technique.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	LI:1.1 LI:1.2 LI:1.3 LI:1.4 LI:1.5 LI:1.6	Unit-1: Features of Java 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO .2: Acquire the basic and advances knowledge of search engine optization.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5	LI:2.1 LI:2.2 LI:2.3 LI:2.4 LI:2.5 LI:2.6	Unit-2:Operators and Control Statements 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,1.12,2.13	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO .3: Acquire the basic and advances knowledge of search engine marketing.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5 SO6:3.6 SO7:3.7	LI:3.1 LI:3.2 LI:3.3 LI:3.4 LI:3.5 LI:3.6	Unit-3 :Inheritance, Interface, Exception Handling Stream Classes 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,1.12,2.13	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO .4: Acquire the basic and advances knowledge of social media marketing.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4	LI:4.1 LI:4.2 LI:4.3 LI:4.4 LI:4.5 LI:4.6	Unit-4:Applets swing 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3	CO .5: Acquire the basic and advances knowledge of website traffic analysis.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5	LI:5.1 LI:5.2 LI:5.3 LI:5.4 LI:5.5 LI:5.6	Unit5:Java Database and Connectivity 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10	



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Semester-III

Course Code: 01SO301
Course Title : Basic Concepts of Social Research
Pre-requisite: Student should have basic knowledge of Basic Concepts of Social Research

Rationale: To Introduce Students to the Nature of Scientific Method in Social Science Research. To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. Quantitative and quantitative and qualitative approach to Research. To enhance the Research interests and inculcate the Spirit of inquiry among students, who may be motivated to continue higher studies in Research

Course Outcomes:

- 01SO301.1:** Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes
- 01SO301.2:-** Know how to collect, analyze data, presentation and interpretation of data also able to write a qualitative and quantitative field report writing with different statistical analysis, classification and tabulation
- 01SO301.3:** To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. Quantitative and qualitative approach to Research.
- 01SO301.4:** They understand the importance of research in social science. Student learns that research methods are universal and not bound by cultural location
- 01SO301.5:** Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01SO301	Basic Concepts of Social Research	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	01SO 301	Basic Concepts of Social Research	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

01SO301.1: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.



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Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand Emergence of Social Research in India SO1.2 Understand the Concept of Scientific Method SO1.3 Understand the concept Social Research, SO1.4 Understand the concept Social Survey SO1.5 Understand the concept Hypothesis		Unit 1 Social Research and Survey 1.1 Emergence of Social Research in India 1.2 Concept of Scientific Method 1.3 Interdisciplinary Approach 1.4 Social Research, 1.5 Concept and Objectives, 1.6 Types 1.7 Importance Steps of Social Research 1.8 Social Survey , 1.9 Concept, 1.10 Types 1.11 Difference Between Social Research and Social Survey 1.12 Hypothesis, Concept, 1.13 Sources of Hypothesis 1.14 Problems in Formulation of Hypothesis, 1.15 Importance 1.16 Major Social Research and 1.17 Social Survey Institutes in India 1.18 New Dimensions of Social Research	

01SO301.2:- Know how to collect, analyze data, presentation and interpretation of data also able to write a qualitative and quantitative field report writing with different statistical analysis, classification and tabulation

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
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<p>SO2.1 Concept of Sources and Techniques of Data Collection</p> <p>SO2.2 Understanding about the Methods and Techniques of Data Collection</p> <p>SO2.3 Understanding about the Questionnaire</p> <p>SO2.4 Understanding the concept Schedule</p>	<p>Unit – II Sources and Techniques of Data Collection</p> <p>2.1 Data, 2.2 Concept, 2.3 Types 2.4 Sources: Primary and Secondary 2.5 Methods and Techniques of Data Collection 2.6 Census Method: Concept 2.7 Sampling Method, 2.8 Concept, 2.9 Types of Sampling 2.10 Utility 2.11 Limitations 2.12 Questionnaire, Concept, Types 2.13 Formulation of Questionnaire Utility 2.14 Limitations 2.15 Schedule, 2.16 Concept, Types 2.17 Utility and Limitations 2.18 Difference Between Questionnaire and Schedule</p>
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01SO301.3: To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. Quantitative and qualitative approach to Research.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of Observation</p> <p>SO3.2 Understanding Concept Interview</p> <p>SO3.3 Understanding the Case Study Method</p> <p>SO3.4 Understanding about Sociometry</p> <p>SO3.5 Understanding about Content Analysis</p>	<p>.</p>	<p>Unit - III Methods and Techniques of Data Collection</p> <p>3.1 Observation, 3.2 Concept, 3.3 Type 3.4 Utility 3.5 Limitations 3.6 Interview, 3.7 Concept 3.8 Types 3.9 Utility 3.10 Limitations 3.11 Case Study Method, 3.12 Concept 3.13 Basic Assumptions 3.14 Tools and Techniques of Case Study Method 3.15 Utility and Limitations 3.16 Sociometry, Concept, History 3.17 Utility and Limitations</p>	



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		3.18 Content Analysis, Concept	
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01SO301.4: They understand the importance of research in social science. Student learns that research methods are universal and not bound by cultural location

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Concept of Objectivity, Reliability and Validity SO4.2 Knowledge about the Concept of Editing, Coding and Classification SO4.3 Knowledge about the Tabulation SO4.4 Knowledge about the Report Writing SO4.5 Knowledge about Analysis and Interpretation of Data	.	Unit - IV Analysis and Interpretation of Data 4.1 Interpretation of Data 4.2 Concept of Objectivity, 4.3 Analysis 4.4 Reliability 4.5 Validity 4.6 Concept of Editing, 4.7 Coding 4.8 Classification 4.9 Tabulation, 4.10 Concept 4.11 Rules of Tabulation 4.12 Types of Tabulation Utility 4.13 Limitations, 4.14 Report Writing 4.15 Content 4.16 Step of Report Writing 4.17 Problems of Report written, 4.18 Importance	

01SO301.5: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO5.1 Understand about the Concept of Statistical</p> <p>SO5.2 Preparation of necessary Utility and Limitations of Statistics In Social Research</p> <p>SO5.3 Preparation of necessary Measures of Central Tendency</p> <p>SO5.4 Understanding about Mean, Median and Mode</p> <p>SO5.5 Understanding about Diagrammatic Presentation</p>		<p>Unit – V Use of Statistics in Social Research 5.1 Concept of Statistical 5.2 Utility and Limitations of Statistics In Social Research 5.3 Measures of Central Tendency, 5.4 Concept, 5.5 Importance 5.6 Mean, 5.7 Median 5.8 Mode 5.9 Concept ,Calculation, 5.10 Practical Usage 5.11 Merits 5.12 Demerits 5.13 Diagrammatic Presentation 5.14 Rules of Making Diagram 5.15 Types of Diagrams 5.16 Utility and Limitations of Diagrams 5.17 Use of Computer in Social Research 5.18 SPSS An Introduction</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
01SO301.1: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.	18	02	01	21
01SO301.2: Know how to collect, analyze data, presentation and interpretation of data also able to write a qualitative and quantitative field report writing with different statistical analysis, classification and tabulation	18	02	01	21
01SO301.3: To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. quantitative and quantitative and qualitative approach to Research	18	02	01	21
01SO301.4: They understand the importance of research in social science. Student learns that research methods are universal and not bound by cultural location	18	02	01	21
01SO301.5: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.	18	02	01	21
Total Hours	90	10	05	105



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
01SO301-1	Social Research and Survey	01	01	03	05
01SO301-2	Sources and Techniques of Data Collection	01	01	03	05
01SO301-3	Methods and Techniques of Data Collection	-	03	10	13
01SO301-4	Analysis and Interpretation of Data	-	03	10	13
01SO301-5	Use of Statistics in Social Research	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, a: Apply

The end of semester assessment for Basic Concepts of Social Research will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S.No.	Title	Author	Publisher	Edition&Year
1	Social Research and Survey	Bajpai, S.R.	Kitab Ghar, New Delhi, India	Revised edition edition 2018
2	Methodology and Techniques of Social Research,	Bhandarkar, P.L. and Wilkinson, T.S.	Himalaya Publishing House, Mumbai, Indian	Revised edition edition 2003
3	Methods in Social Research,	Goode, W.J. and Hatt, P.K.	Surjeet Publications, New Delhi, India	Revised edition edition 2006
Dr. Pushpa Soni Dept. of Arts AKS University, Satna.				

Curriculum Development Team:

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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature.	The B.A. graduates will be acquainted with the social, economical, and political aspects of the world.	The program also empowers the graduates to appear for various examinations.	The B. A. program enables the students to acquire the knowledge and skills.	The students will be ignited enough to think and act for the betterment of the society.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will be able to Develop the sociological knowledge and skills.	Students will be able to think critically about social and social issues	To Provide the students to understand various culture religion and society in present
01SO 301.1	3	3	3	2	2	2	1	2	3	3	3	3	3	2	2
01SO 301.2	2	3	3	2	2	2	1	2	2	2	2	3	2	1	2
01SO 301.3	2	3	2	2	1	2	1	1	2	2	2	2	3	2	3
01SO 301.4	3	3	2	2	2	2	1	2	1	2	1	2	2	1	2
01SO 301.5	3	3	2	2	1	2	1	1	2	2	2	3	3	2	2

Course Curriculum Map

POs&PSOs - No.	COsNo.&Titles	Sos No.	Laboratory Instruction (LI)	Class room Instruction(CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	01SO301.1: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Social Research and Survey 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01SO301.2: Know how to collect, analyze data, presentation and interpretation of data also able to write a qualitative and quantitative field report writing with different statistical analysis, classification and tabulation	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Sources and Techniques of Data Collection 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01SO301.3: To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. quantitative and quantitative and qualitative approach to Research	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Methods and Techniques of Data Collection 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	01SO301.4: They understand the importance of research in social science. Student learns that research methods are universal and not bound by cultural location	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Analysis and Interpretation of Data 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	



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PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	01SO301.5: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5	Unit5: Use of Statistics in Social Research 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5. 10,5.11,5.12,5.13,5.14,5.15,5.16,5. 17,5.18	
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Semester-III

Course Code: 1CA301

Course Title : Data Base Management System

Pre-requisite: Student should know basic knowledge of handling the records in Database for software development.

Rationale: 'It's all about the Data!'
Database is a kind of tools to make real life financial decisions in a constantly changing and uncertain world and enhances financial literacy

Course Outcomes:

- CO.1:** Learn the basics of databases and data management.
- CO.2:** Understand various theoretical and practical principles involved in the design and use of databases systems with the help of database.
- CO.3:** Learn the Transaction management with grant and revoke.
- CO.4:** Design and implement databases for various scenarios.
- CO.5:** Design a database scenario for handling any organisations centralized data.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Credits (C)	
			CI	LI	SW	SL		Total Study Hours(CI+LI+SW+SL)
	1CA301	DBMS	4	2	1	1	8	6

Legend: **CI:**Class room Instruction(Includes different instructional strategies i.e.,Lecture(L)and Tutorial (T)and others),

LI:Laboratory Instruction(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW&SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
	1CA301	DBMS	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: Learn the basics of databases and data management.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO1.1 Understand the concept of Database. SO1.2 Understand the concept of Physical & their interrelationship DDL, DML & Data dictionary SO1.3 Understand the concept ER model		Unit-1.0 Theoretical Framework of Database 1.1. Introduction: Database system concepts. 1.2. Concepts of Database system. 1.3. Advantages of Database system. 1.4. Data Architecture of data system: view/Schema 1.5. Logical, Conceptual & Physical & their interrelationship DDL, DML & Data dictionary. 1.6. Data base Administrator, ER model 1.7. Entity Relationship Model as a tool of conceptual design: Entities & Entity set. 1.8. Relationship & Relationship set, Attributes,	



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SO1.4 Preparation of Mapping Constraints. SO1.5 Preparation reducing ER diagram to tables.		Mapping Constraints. 1.9. Keys, Entity - Relationship diagram: strong & weak entities. 1.10. Generalization, Specialization, Aggregation. 1.11. Reducing ER diagram to tables.	
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CO.2: Understand various theoretical and practical principles involved in the design and use of databases systems with the help of database.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20

Session Out comes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO2.1 Concept of Database Models. SO2.2 Understanding about the Relational, hierarchical and network models. SO2.3 Concept of Normalization & its types. SO2.4 Understanding the Primary key, Candidate key. SO2.5 Preparation of Integrity rules, entity integrity and Referential integrity rule.	.	Unit 2.0 Relational Model. 2.1 Hierarchical and Network model. 2.2 Their advantages and disadvantages. 2.3 storage organization for relations. 2.4 Rational Model: Structure topples Attributes. 2.5 Normalization: First, 2.6 Second, Third 2.7 And BCNF Normal forms. 2.8 Primary key, Candidate key. 2.9 Integrity rules: 2.10 Entity integrity, 2.11 Referential integrity rule.	

CO.3: Learn the Transaction management with grant and revoke.

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	0
SL	0
Total	16



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Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of Relational algebra.</p> <p>SO3.2 Practical problem related to select command, Project, cross product.</p> <p>SO3.3 Understanding the different types of joins: Theta join, Equi join, Natural join and Outer Join.</p> <p>SO3.4 Understanding about Set operations, definition of union & set difference.</p> <p>SO3.5 Preparation of Cartesian product, Selection, Intersection & Relational query language</p>	.	<p>Unit-3.0 : Relational algebra</p> <p>3.1 select</p> <p>3.2 Project</p> <p>3.3 cross product</p> <p>3.4 Different types of joins</p> <p>3.5 Theta join, Equi join</p> <p>3.6 Natural join, Outer Join</p> <p>3.7 Set operations</p> <p>3.8 Definition of union</p> <p>3.9 set difference</p> <p>3.10 Cartesian product</p> <p>3.11 Selection, Intersection</p> <p>3.12 Relational query language.</p>	

CO.4: Design and implement databases for various scenarios.

Approximate Hours

Item	Appx Hours
CI	19
LI	0
SW	0
SL	0
Total	19

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO4.1 Understanding about the concept Relational query language and its types of DML Commands.</p> <p>SO4.2 Preparation of DDL, DML, DCL, TCL syntax & examples.</p> <p>SO4.3 Understanding about the Advance SQL:- Relational set operations, SQL join operations & Sub Queries & correlated queries.</p> <p>SO4.4 Understanding about the department and basis of allocation of joint expenses in case of Department</p> <p>SO4.5 Preparation of departmental trading and profit and loss account in different situations</p>	.	<p>Unit 4.0 Relational query language:-</p> <p>4.1 Data Manipulation in DBMS,</p> <p>4.2 Data types</p> <p>4.3 SQL Commands</p> <p>4.4 DDL, DML, DCL, TCL syntax & examples.</p> <p>4.5 Computation on table data</p> <p>4.6 Advance SQL:-</p> <p>4.7 Relational set operations</p> <p>4.8 SQL join operations</p> <p>4.9 Sub Queries & correlated queries</p> <p>4.10 SQL functions, Constraints in SQL.</p> <p>4.11 Introduction to PL/SQL:-</p> <p>4.12 PL/SQL structure</p> <p>4.13 Cursors</p> <p>4.14 Triggers</p> <p>4.15 Stored Procedures and functions.</p>	



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CO.5: Design a database scenario for handling any organizations centralized data.

Approximate Hours

Item	Appx Hours
CI	17
LI	0
SW	0
SL	0
Total	17

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO5.1 Understand about the concept of dissolution of firm and preparation of Realization account and capital account</p> <p>SO5.2 Preparation of necessary account and treatment when all partner being solvent</p> <p>SO5.3 Preparation of necessary account and treatment in case of insolvency of partners</p> <p>SO5.4 Understanding about the Sale to a limited company and Preparation of necessary account</p> <p>SO5.5 Understanding about the Amalgamation of firm and Preparation of necessary account</p>		<p>Unit 5.0: Functional protection and Crash Recovery:</p> <p>5.1. Functional protection and Crash Recovery: 5.2 Protection against Crashes: 5.3 Different types of crashes 5.4 Backup, journal, Rollback 5.5 Committed & uncommitted transactions 5.6 Security on database 5.7 Transaction concept 5.8 Transaction state 5.9 Serializabilty security or Database: 5.10 User identification. 5.11 Physical protection & maintenance.</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO.1: Learn the basics of databases and data management.	18	0	0	18
CO.2: Understand various theoretical and practical principles involved in the design and use of databases systems with the help of database.	20	0	0	20
CO.3: Learn the Transaction management with grant and revoke.	16	0	0	16
CO.4: Design and implement databases for various scenarios.	19	0	0	19
CO.5: Design a database scenario for handling any organisations centralized data	17	0	0	17
Total Hours	90	00	00	90



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Suggestion for End Semester Assessment

Suggested Specification Table(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Theoretical Framework of Database	01	01	03	05
CO-2	Relational Model	01	01	03	05
CO-3	Relational algebra	-	03	10	13
CO-4	Relational query language	-	03	10	13
CO-5	Functional protection and Crash Recovery	01	03	10	14
Total		03	12	36	50

Legend: **R: Remember,** **U: Understand,** **A: Apply**

The end of semester assessment for DBMS will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.
 Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

S. No.	Title	Author	Publisher	Edition & Year
1	An introduction to Database system. Vol.- I.	Bipin Desai		
2	database system concepts	Abraham Silberschatz & S. Sundaram		
3	Fundamentals of Database system.	Elmasri & S Navathe	Sahitya Bhavan Publication House Agra	
4	Database management system	Johannes Gehrke and Raghuram Ramakrishnan.		



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CO-PO-PSO

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P O 8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	Engineering knowledge	Problem Analysis	Design/development of solutions	Conduct studies of difficult problems	Utilization of modern tools	Engineers and society	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Being able to comprehend and put knowledge of software application analysis, design, and development to use.	Apply knowledge and skills for computer practice while upholding social, ethical, and legal principles.	The capacity to work with cutting-edge computing systems and pursue employment in the IT sector, including consulting, research and development education, and related fields.
CO1	2	2	3	3	3	1	1	3	1	1	1	3	2	3	1
CO2	1	3	2	3	2	2	2	2	1	1	1	3	2	1	3
CO3	2	2	2	3	3	2	1	2	1	1	1	3	3	2	1
CO4	1	2	3	2	3	2	1	3	1	2	1	3	2	3	2
CO5	1	2	2	2	3	2	1	3	1	1	1	3	3	3	2



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Course Curriculum Map

Pos&PSOs- No.	CosNo.&Title s	SOsNo.	Laboratory Ins truction(LI)	Classroom Instruction(C I)	SelfLearning(S L)
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO.1: Learn the basics of databases and data management.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5		Unit-1: Theoretical Framework of Database 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.2: Understand various theoretical and practical principles involved in the design and use of databases systems with the help of database.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5		Unit-2:Relational Model 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.3: Learn the Transaction management with grant and revoke.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5		Unit-3 :Relational algebra 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.4: Design and implement databases for various scenarios.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO5:4.5		Unit-4:Relational query language 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO.5: Design a database scenario for handling any organizations centralized data.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5		Unit5:Functional protection and Crash Recovery: 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11	



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Semester-3rd

Course Code: 1EC301

Course Title : Macro economics

Pre-requisite: This course can be opted by any student who has passed 12 thclass .Student should have basic knowledge of History ,politics ,society and economics.

Rationale: 'It's all about the money and banking'
Students studying macro economics theory, investment, consumption function, multiplier theory, IS LM curve, accelerator theory, Rate of interest, money and banking

Course Outcomes:

1EC301.1: Understand the role of expectations in macroeconomics

1EC301.2: Gain knowledge about the alternative theories of endogenous expectations formation

1EC301.3: Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics

1EC301.4: Understand about the basics of open economy macroeconomics.

1EC301.5: Develop knowledge and understanding of theory and concepts of financial market system

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours(CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	1EC301	Macro economics	6	0	0	0	6	6

Legend: **CI:** Class room Instruction (Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
1EC301	Macro economics	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

1EC301.1: Understand the role of expectations in macroeconomics

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the definition and importance of macroeconomics SO1.2 Understand the circular flow of income SO1.3 Understand the concept of social accounting SO1.4 Preparation of methods of measuring NI SO1.5 Preparation of NI and economic welfare		Unit-1.0 Concept of macro economics 1.1. definition of macroeconomics 1.2. subject matter of macro economics 1.3. importance of macro economics 1.4. Limitation of macro economics 1.5. relationship between microeconomics and macroeconomics 1.6. macroeconomic variable stock and flow 1.7. circular flow of income 1.8. definition national income 1.9. different concept of national income 1.10 GNP and GDP THEORY 1.11. methods of measuring national income 1.12. social accounting of national income 1.13. Kinds of national income 1.14. economic welfare 1.15. ancient Indian 1.16. concept of income 1.17. importance of economic welfare 1.18. concept of economic welfare	

1EC301.2: Gain knowledge about the alternative theories of endogenous expectations formation

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept Meaning and terminology of day's market law SO2.2 Understanding about the Keynes employment theory SO2.3 Preparation of psychological law of consumption SO2.4 Understanding the principle of multiplier SO2.5 Preparation of accelerator principle	.	Unit 2.0. determination of employment 2.1 classical theory of employment 2.2 say's market law theory 2.3 Meaning of employment 2.4 types of employment 2.5 concept of employment 2.6. keynes employment theory 2.7 aggregate demand function 2.8 aggregate supply function 2.9. applicability of Keynes employment theory 2.10 development countries system 2.11. psychological law of consumption 2.12. conjunction function MPC 2.13 conjunction function APC	



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		2.14 conjunction function MPS 2.15 conjunction function APS 2.16. principal of multiplayer 2.17. accelerator principle theory 2.18 kinds of conjunction function	
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1EC301.3: Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	01
SL	02
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of investment theory SO3.2 understand the meaning and types of investment SO3.3 Understanding the IS and LM model SO3.4 Understanding about monetary policy SO3.5 understand the physical policy	.	Unit-3 :Investment 3.1 meaning of investment 3.2 types of investment 3.3 motivation of investment 3.4 marginal efficiency of capital 3.5. marginal efficiency of investment 3.6. determination of equilibrium IS curve 3.7 IS model and 3.8 LM model 3.9. monetary policy meaning 3.10 tools of monetary policy 3.11 effectiveness of monetary policy 3.12. physical policy meaning 3.13 tools of physical policy 3.14 importance of physical policy 3.14 kinds of physical policy 3.16 definition of physical policy 3.17 inflation theory 3.18 effectiveness theory	

1EC301.4: Understand about the basics of open economy macroeconomics.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	01
SL	01
Total	20



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO4.1 Understanding about the concept of inflation SO4.2 Preparation of consumer index GDP SO4.3 Understanding about the meaning and types of inflation deflation and stagflation SO4.4 Understanding about the Philip's curve SO4.5 Preparation of measures to control inflation	.	Unit-4 :Inflation and deflation 4.1. meaning of inflation 4.2 deflation theory 4.3 stagflation theory 4.4 definition of inflation 4.5 definition of deflation 4.6 definition of stagflation 4.7 kinds of inflation 4.8 kinds of deflation 4.9 kinds of stagflation 4.10 effect of deflation 4.11 effect of stagflation 4.12 cost pull inflation 4.13. types and effect of inflation 4.14. principle of inflation demand pull inflation 4.15. measures to control inflation 4.16. effect of deflation and control deflation 4.17. Philips curve 4.18. consumer price index GDP	

1EC301.5: Develop knowledge and understanding of theory and concepts of financial market system

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the concept of trade cycle SO5.2 Preparation of monetary policy SO5.3 Preparation of Keynesian theory SO5.4 Understanding about the kaldor theory SO5.5 Understanding about the Hicksian theory measures to control the trade cycle		Unit 5: trade cycle system 5.1.meaning of trade cycle 5.2.phases of trade cycle 5.3 kinds of trade cycle 5.4 concept of trade cycle 5.5 importance of trade cycle 5.6 tools of trade cycle 5.7. monetary policy system 5.8 meaning of monetary policy 5.9 definition of monetary policy 5.10 Tools of monetary policy 5,11 kinds of monetary policy 5.12 importance of monetary policy 5.13. shumpeters innovation theory	



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		5.14. Keynesian theory 5.15. kaldor theory 5.16. Hicksian theory 5.17 measures to control the trade cycle 5.18 Hicksian theory of trade cycle	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
IEC301.1: Understand the role of expectations in macroeconomics	18	01	01	20
IEC301.2: Gain knowledge about the alternative theories of endogenous expectations formation	18	02	01	21
IEC301.3: Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics	18	01	01	20
IEC301.4: Understand about the basics of open economy macroeconomics.	18	01	01	20
IEC301.5: Develop knowledge and understanding of theory and concepts of financial market system	18	02	01	21
Total Hours	90	07	05	102

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Concept of macro economics	01	01	03	05
CO-2	determination of employment	01	01	03	05
CO-3	Investment	-	03	10	13
CO-4	Introduction to the basics of monetary economics	-	03	10	13
CO-5	trade cycle system	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply

The end of semester assessment for Macro economics will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Macro economics analysis	Allen G.D.	Macmillan London	Revised edition 21 edition 2020
2	Macro economics	Vaish M.C.	Vikas publishing house New Delhi	
4	Lecture note provided by Dept. of Commerce AKS University, Satna .			

Curriculum Development Team:

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- 2-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 3-Mr, Rajeev Bairagi, Assistant Professor
- 3-Dr.PushpaSoni, Assistant Professor, Department of Arts
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- 5-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice	The B.A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the concepts of statistical methods	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade
CO1	3	3	2	2	2	2	1	1	3	2	3	3	2	3	3
CO2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3
CO3	3	3	2	2	2	2	1	1	3	2	2	3	3	3	3
CO4	3	3	2	2	1	2	1	1	3	3	3	3	3	3	3
CO5	3	3	2	2	2	2	1	1	2	2	3	3	3	3	3

PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO- 1 Understand the role of expectations in macroeconomics	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5	Unit-1 Concept of macro economics 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3,	CO- 2 Gain knowledge about the alternative theories of endogenous expectations formation	SO2:1 SO2:2 SO2:3 SO2:4 SO2:5	Unit-22Concept of macroeconomics.1,2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3,	CO-3 Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5	Unit 3 Investment 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3,	CO-4 Introduction to the basics of monetary economics	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5	Unit-4:: Introduction to the basics of monetary economics 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18



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PO: 1,2,3,4,5,6,7,8,9, 10,11,12 PSO: 1,2,3,	CO-5 trade cycle system	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5	Unit 5 trade cycle system 1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9 ,5.10,5.11,5.12,5.13,5.14,5.15, 5.16,5.17,5.18
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Course curriculum map



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AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

Semester-III

Course Code: 01EN302

Course Title : Study of Prose (Paper 1, Theory)

Pre-requisite: To study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.

Rationale: Prose encompasses a broad range of writings, from fiction to essays, allowing students to analyze complex narratives and arguments.

Course Outcomes:

01EN302.1. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.

01EN302.2. Broaden analytical skills and develop critical thinking skills.

01EN302.3. Cultivate wisdom and world-view within themselves.

01EN302.4. Develop language and communication skills and creativity.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Credits (C)
			CI	LI	SW	SL	
	A2-ELITIT	Study of Prose (Paper 1, Theory)					4

Legend:

- CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
- LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
- SW:** Sessional Work (includes assignment, seminar, mini project etc.),
- SL:** Self Learning,
- C:** Credits.



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Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
CORE	A2-ELITIT	Study of Prose (Paper 1, Theory)									

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO1.1. Explore the key principles of Renaissance humanism and their impact on the development of prose as a vehicle for humanist ideas. SO1.2. Examine Michel de Montaigne's biography, including his upbringing, education, and intellectual influences. SO1.3. Evaluate Montaigne's major themes and philosophical perspectives as expressed through his essays, such as skepticism, self-reflection, and cultural relativism.		Unit-1-Early Prose Writers 1.1. Introduction to Prose and its Evolution as a Literary Form 1.2. The Influence of Renaissance Humanism on Prose Writing 1.3. Michel de Montaigne: Life and Works 1.4. Analysis of Montaigne's Essay "On Sorrow" (Translated by Charles Cotton) 1.5. Francis Bacon: Life, Works, and Contributions to Prose 1.6. Detailed Study of Bacon's Essays "Of Studies" and "Of Truth" 1.7. Oliver Goldsmith: Biography and Literary Career 1.8. Exploration of Goldsmith's Narrative Technique in "The Man in Black"	



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		1.9.Comparative Analysis of Montaigne's and Bacon's Philosophical Approaches 1.10.Themes of Knowledge and Truth in Montaigne and Bacon's Essays 1.11.Social Commentary and Satire in Goldsmith's "The Man in Black" 1.12.Influence of Montaigne and Bacon on Later Prose Writers 1.13.Literary Criticism of Montaigne's and Bacon's Essays 1.14.Goldsmith's Contribution to the Development of English Prose 1.15.The Legacy of Early Prose Writers in Modern Literature	
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CO2.Broaden analytical skills and develop critical thinking skills.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO2.1.Evaluate the significance of prose as a medium for expressing Enlightenment ideals, Romantic sensibilities, and social critique in eighteenth and nineteenth century literature. SO2.2.Examine Joseph Addison's biography, including his education, political career, and literary partnerships. SO2.3.Conduct a close reading of Joseph Addison's essay "The Spectator's Account of Himself," focusing on its structure, language, and rhetorical devices.		Unit-2:Eighteenth/ Nineteenth Century Prose 2.1.Introduction to Eighteenth and Nineteenth Century Prose 2.2.Joseph Addison: Life and Contributions to English Literature 2.3.Analysis of Addison's Essay "The Spectator's Account of Himself" 2.4.The Spectator Papers: Context and Significance in Periodical Literature 2.4.William Hazlitt: Biography and Literary Career 2.5.Examination of Hazlitt's Essay "On the Ignorance of the Learned" 2.6.Examination of Hazlitt's Essay "On the Ignorance of the Learned" 2.7.Charles Lamb: Life, Works, and Contribution to Romantic Prose 2.8.Detailed Study of Lamb's Essay "Dream Children" 2.9.Comparison of Addison's and Hazlitt's Views on Knowledge and Learning 2.10.Themes of Memory and Imagination in Charles Lamb's "Dream Children" 2.11.Romanticism and Sentimentality in Lamb's Prose Style 2.12.Social and Political Commentary in the Essays of Addison, Hazlitt, and Lamb 2.13.Literary Criticism of Addison's, Hazlitt's, and Lamb's Essays 2.14.Influence of The Spectator and Romantic Prose on Victorian Writers 2.15.The Evolution of English Prose Style from the Eighteenth to Nineteenth Century	

CO3.Cultivate wisdom and world-view within themselves.



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Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1.Explore the defining characteristics of modern period prose, including experimentation with form, style, and narrative technique. SO3.2.Examine AG Gardiner's biography, including his background, education, and career as a journalist and essayist. SO3.3.Conduct a close reading of AG Gardiner's essay "On The Rule of the Road," examining its structure, language, and rhetorical strategies.		Unit-3: Prose in Modern Period 3.1.Introduction to Modern Period Prose and Its Characteristics 3.2.AG Gardiner: Life and Contributions to English Literature 3.3.Analysis of Gardiner's Essay "On The Rule of the Road" 3.4.Themes of Civility and Social Responsibility in Gardiner's Essay 3.5.Robert Lynd: Biography and Literary Career 3.6.Examination of Lynd's Essay "The Pleasures of Ignorance" 3.7.Exploration of Lynd's Perspective on Knowledge and Wisdom 3.8.Aldous Huxley: Life, Works, and Contribution to Modern Prose 3.9.Detailed Study of Huxley's "The Divine Within" (Chapters 1-2) 3.10.Themes of Spirituality and Human Potential in Huxley's Work 3.11.Comparison of Gardiner's, Lynd's, and Huxley's Views on Society and Humanity 3.12.Modernist and Post-Modernist Elements in Gardiner's, Lynd's, and Huxley's Essays 3.13.Literary Criticism of Gardiner's, Lynd's, and Huxley's Prose 3.14.Influence of Modern Period Prose on Contemporary Writers 3.15.Evolution of Prose Style and Themes from the Early Modern to Modern Period	

CO4. Develop language and communication skills and creativity.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes	(LI)	ClassroomInstruction	(SL)
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(SOs)	(CI)
<p>SO1.1.Explore the key principles of Renaissance humanism and their impact on the development of prose as a vehicle for humanist ideas.</p> <p>SO1.2.Examine Michel de Montaigne's biography, including his upbringing, education, and intellectual influences.</p> <p>SO1.3.Evaluate Montaigne's major themes and philosophical perspectives as expressed through his essays, such as skepticism, self-reflection, and cultural relativism.</p>	<p>Unit-4: Political Writing</p> <p>4.1.Introduction to Political Writings and Their Significance</p> <p>4.2.Nelson Mandela: Biography and Political Legacy</p> <p>4.3.Analysis of Mandela's Autobiography "Long Walk to Freedom"</p> <p>4.4.Themes of Freedom, Justice, and Leadership in Mandela's Narrative</p> <p>4.5.Rajmohan Gandhi: Life and Contributions to Political Thought</p> <p>4.6.Examination of Gandhi's Essay "Why Gandhi Still Matters"</p> <p>4.7.Gandhi's Reflections on Nonviolence and Civil Disobedience</p> <p>4.8.Comparison of Mandela's and Gandhi's Approaches to Political Change</p> <p>4.9.Impact of Mandela's and Gandhi's Ideas on Global Movements</p> <p>4.10.Themes of Resilience and Perseverance in Mandela's Journey</p> <p>4.11.Historical Context of Apartheid and Indian Independence Movements</p> <p>4.12.Literary Criticism of Mandela's and Gandhi's Political Writings</p> <p>4.13.Influence of Mandela's and Gandhi's Ideas on Contemporary Politics</p> <p>4.14.The Role of Personal Narrative in Political Advocacy</p> <p>4.15.Evolution of Political Writing from Autobiography to Political Theory</p>

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1.Analyze literary devices, forms and techniques in order to appreciate and interpret the text.	15	01	01	15
CO2.Broaden analytical skills and develop critical thinking skills.	15	01	01	15
CO3.Cultivate wisdom and world-view within themselves.	15	01	01	15
CO4.Develop language and communication skills and creativity.	15	01	01	15
CO5	0	0	01	0
Total Hours	60			60

Suggestion for End Semester Assessment

Suggested Specification Table(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Early Prose Writers				
CO-2	Eighteenth/Nineteenth Century Prose				
CO-3	Prose in Modern Period				
CO-4	Political Writing				
	Total				

Legend: **R: Remember,** **U: Understand,** **A: Apply**



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The end of semester assessment for Principles of Study of Prose (Paper 1, Theory) will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

1. Binyon, Laurence. "Nineteenth Century Prose". Forgotten Books, 2018.
 2. Gandhi, Rajmohan. Why Gandhi Still Matters: An Appraisal of the Mahatma's Legacy. Aleph Book Company, 2017.
 3. Huxley, Aldous, and Huston Smith. "The Divine Within: Selected Writings on Enlightenment". Harper Perennial Modern Classics, 2013.
 4. Mandela, Nelson. "Long Walk to Freedom". Abacus Publication, 1995.
- Suggestive digital platform web links
1. Addison, Joseph. "The Spectator's Account Of Himself." Ourcivilisation.Com, www.ourcivilisation.com/smartboard/shop/fowlerjh/chap6.htm. Accessed 18 Jan. 2022.
 2. Addison, Joseph. "Sir Roger at Church." Ourdecline.Com, www.ourdecline.com/smartboard/shop/fowlerjh/chap15.htm. Accessed 18 Jan. 2022.
 3. Bacon, Francis. "I. Of Truth. Francis Bacon. 1909-14. Essays." Bartleby, www.bartleby.com/3/1/1.html. Accessed 18 Jan. 2022.
 4. "Charles Lamb: Essays." GradeSaver;, 8 Oct. 2021, www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie.
 5. "Eighteenth Century Prose." Bachelorandmaster: Com, 2016,13.222 DGS Gautam www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html.
 6. Gardiner, AG. "The Project Gutenberg EBook of Leaves in the Wind, by A. G. Gardiner." Project Gutenberg, 2011, www.gutenberg.org/files/37858/37858-h/37858-h.htm.
 7. Hazlitt, William. "On the Ignorance of the Learned." OurCivilisation.Com, www.ourcivilisation.com/smartboard/shop/hazlittw/ignrnc.htm. Accessed 18 Jan. 2022.
 8. Hazlitt. "THE INDIAN JUGGLERS." Juggling.Org, www.juggling.org/papers/hazlitt. Accessed 18 Jan. 2022.
 9. Montaigne. "Essays of Michel de Montaigne." Project Gutenberg, www.gutenberg.org/files/3600/3600-h/3600-h.htm. Accessed 18 Jan. 2022.
 10. Nordquist, Richard. "Francis Bacon's Classic Essay Of Studies." ThoughtCo, 2020, www.thoughtco.com/of-studies-by-francis-bacon-1688771
 11. Nordquist, Richard. "Robert Lynd's Essay on the Pleasures of Ignorance." ThoughtCo, 6 Nov. 2019, www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173.
 12. Nordquist, Richard. "'The Character of the Man in Black' by Oliver Goldsmith." ThoughtCo, 2019, www.thoughtco.com/character-of-the-man-in-black-1690140.
 13. "Prose - English Literature." Britannica, www.britannica.com/art/English-literature/Prose. Accessed 18 Jan. 2022.
 14. "Prose: Forgetting English Prose: Forgetting by Robert Lynd." BrainKart, 20 June 2018, www.brainkart.com/article/Prose--Forgetting_34360.
 15. Roy, Hareshwar. "On the Rule of the Road - A.G. Gardiner." English Literature Mail, 14 June 2020, www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html.



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them	The B.A. graduates will be acquainted with the social, economical, historical.	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural	Develop the skills needs to succeed in competitive examinations to enhance job	Students will develop an appreciation of how the formal elements of Language band
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map

Pos&PS Os-No.	Cos No.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO:1,2,3	CO- 1: Analyze literary devices, forms and techniques in order to appreciate and interpret the text	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1-Early Prose Writers 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 2: Broaden analytical skills and develop critical thinking skills.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		UNIT- 2 Eighteenth/Nineteenth Century Prose2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 3: Cultivate wisdom and world-view within themselves	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Prose in Modern Period 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 4: .Develop language and communication skills and creativity.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit4:Political Writing 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,	



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AKS University
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Department of Arts
Curriculum of BA HISTORY
(Revised as on 01.08.2023)

Semester-III

Course Code: 01HI301

Course Title : History of Medieval India (from 1205 to 1739 AD)

Pre- requisite: This course can be opted by any student who has passed 12 th class .

Rationale: 'It's all about India's glorious past.

After studying this paper ,the students will be able to present clear cut ideas about the consolidation of the Delhi Sultanate ,Mughal Empire and contemporary Indian rulers .They will be able to give an analytical view of various dynasties which dominated the political and cultural landscape of that period for a long time.

Course Outcomes:

the students will. be able to

01HI301.1-present clear cut ideas about the consolidation of the Delhi Sultanate ,

01HI301.2-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers .

01HI301.3- Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time.

01HI301.4-Student will able to write essay on nature and significance of Bhakti movement in India.

01HI301.5- Students will be able to give presentation on art and architecture of Medieval Indian Period .



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	1HI301	History of Medieval India (From 1205 to 1739 AD)	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Mark (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	1HI301	History of Medieval India (From 1205 to 1739 AD)	15	20	5	5	5	50	50	100	



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Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1- Students will present clear cut ideas about the consolidation of the Delhi Sultanate,

Approximate Hours

Item	Appx Hrs.
CI	24
LI	0
SW	1
SL	1
Total	26

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of source of Delhi Sultan . SO1.2 Understand the Concept of political condition of Delhi Sultanate. SO1.3 Understand the concept behind consolidation of Delhi Sultanate SO1.4 Evaluate the Conquests , administration ,reforms Social life of Sultunate,Economic SO1.5 Write meaningfull essay on Mongol Invasion and it's impact .		Unit -1-Sultanate Period - sources 1.1-Sources of Medieval Indian History 1.2Sulfonate Period - sources 1.3Establishment of Delhi Sultanate .Slave Dynasty .Khilji Dynasty .Tugalaq Dynasty 1.4 Consolidations of Delhi Sultanate 1.5 Administration of Sultanate Period 1.6Central Administration 1.7 Provincial Administration 1.8 District Administration 1.9 Village Administration 1.10Military Administration 1.11Examine Revenue Administration 1.12Judicial Administration 1.12Society during Sultanate Period 1.13 Status of Women During Sultanate Period 1.14 Economy during Sultanate Period 1. 15Various Important Conquests 1.16 Administrative reforms during sultanate Period 1.17 Social Reforms during Sultanate Period 1.18 Military reforms during Sultanate Period 1.19 Revenue reform during Sultanate period 1.20 life of Sultunate period 1.21 The Mongol Invasion 1.22 Impact of Mongol Invasion	



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CO.2-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers.

Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	1
SL	1
Total	25

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about emergence of Regional Kingdoms and Mughal Invasion SO2.2 Understanding about the Vijaynagar Kingdoms SO2.3 Preparation of presentation on Mauryan dynasty SO2.4 Understanding the Mughal Invasion - Achievement , Administration , Economic condition SO2.5 Understanding the trade ,land revenue system ,status of women .	.	UNIT 2- Rise of Regional Kingdoms and Mughal Invasion 2.1-:Rise of Regional Kingdoms 2.2 Administration of Regional Kingdoms 2.3 Economy of Regiona Kingdoms 2.4 Mughal Invasion 2.5 Reasons of Mughal Invasions 2.6Vijaynagar Kingdoms 2.7Harihar -Bukka 2.8Raja Krishnadev Rai 2.9Achievements of Various rulers of Vijayanagar Kingdoms 2.10 Administration of Vijaynagar Kingdoms 2.11Economy of Vijaynagar Kingdoms 2.12 society of Vijaynagar Kingdoms 2.13 Lodi dynasty 2.14 Administration of Lodi Dynasty 2.15 Reforms by Lodi Dynasty 2.16 The Mughal Invasion - 2.17 Reasons of Success of Mughal Invasions 2.18 Achievement of Mughal Rulers 2.19 Examine nature of Administration 2.20Examine Economic condition 2.21Development of trade 2.22 land revenue system 2.23 status of women during Mughal Period	



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CO.3:- Students will be give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept Mughal empire and Regional Powers</p> <p>SO3.2 Understanding about the Shershah Suri -Achievements and administration, economy .</p> <p>SO3.3 Understanding the conceptof Rise of Marathas:</p> <p>SO3.4 Understanding about the Aurangzeb and the Decline of Mugha Empire.</p> <p>SO3.54 Understanding about the Invasion of Nadirashah and it's Impac .</p>	.	<p>Unit-3 : Mughal empire and Regional Powers</p> <p>3.1-Mughal empire</p> <p>3.2 Emergence of Regional Powers :-</p> <p>3.3 Shershah Suri</p> <p>3.4 Achievements of Shershah Suri</p> <p>3.5 Administration of Sherashah Suri</p> <p>3.6 Economy during reign of Shershah Suri</p> <p>3.7 Mughal -Rajput Relation.</p> <p>3.8 Mughal Sikh Relation ,</p> <p>3.9-Rise of Marathas:</p> <p>3.10- Shivaji conquests</p> <p>3.11 Administration of Shivaji .</p> <p>3.12Aurangzeb.</p> <p>3.13Administration during reign of Aurangzeb</p> <p>3.14 the Decline of Mughal Empire.</p> <p>3.15 Debate of Decline of Mughal Period</p> <p>3.16-Invasion of Nadirashah</p> <p>3.17 Impact of Invasions of Nadirashah</p> <p>3.18 Nature of state during 18th century</p>	

CO.4-Student will write essay on nature and significant nce of Bhakti movement in India.

Approximate Hours

Item	Appx Hours
CI	17
LI	0
SW	1
SL	1
Total	19



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the Art and Architecture of Medieval India SO4.2 Preparation of table on Architecture of Sultanate Period SO4.3 Understanding about Literature of Mughal Period ,Paintings of Mughal Period SO4.4 Understanding about the history ,culture and architecture of Northern Indian Dynasties. SO4.5 Preparation of table of Mughal style and Rajput Style	.	Unit-4 : Art and Architecture of Medieval India 4.1-Art Forms 4.2 Painting Art 4.3 Significance of Art 4.4 Dancing Art 4.5 Architecture of Medieval India:- 4.6 Architecture of Slave Dynasty 4.7-Architecture of Khilji Dynasty 4.8-Architecture of Tugalaq Dynasty 4.9 Architecture of Lodi Dynasty 4.10 Architecture of Mughal Period 4.11 Art during Mughal Period 4.12 Architecture during the reign of Akbar 4.13 Architecture during the reign of Jahangir 4.14 Architecture during the reign of Shahjahan 4.15 Literature of Mughal Period 4.16 Paintings of Mughal Period 4.17-Mughal style and Rajput Style	

CO.5:Students will be able to give presentation on art and architecture of Medieval Indian Period .

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	1
SL	1
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Religion and culture SO5.2 Preparation of table of Religious life in Sultanate Period . SO5.3 Understanding about reason Religious Life in Mughal Period .Bhakti SO5.4 Understanding about the reason Movement and sufi Tradition in India SO5.5 Understanding about the history Kabir, Tulsidas ,Surdas , Meerabai ,Guru Nanak	.	Unit 5: Religion and culture 5.1Religion and culture 5.2Religious life in Sultanate Period . 5.3Religious Life in Mughal Period .Bhakti 5.4 Bhakti Movement during Sultanate Period 5.5 Culture of Sultanate Period 5.6 Movement 5.7 Role of Kabir 5.8Role of Tulsidas 5.9 Role of Surdas 5.10Role of Meerabai 5.11Role of Guru Nanak 5.12Emergence of Sufism 5.13 Emergence of composite culture during Medieval India 5.14Salient features of Composite Culture during Sultanate Period	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
1-Students will Present clear cut ideas about the consolidation of the Delhi Sultanate	22	1	1	24
2-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers .	23	1	1	25
3 Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time	18	1	1	20
4-Student will able to write essay on nature and significance of Bhakti movement in India.	17	1	1	19
5 Students will be able to give presentation on art and architecture of Medieval Indian Period.	14	1	1	16
Total Hours	94	05	05	104

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Sultunate Period - sources	01	02	02	05
CO-2	2- Rise of Regional Kingdoms and Mughal Invasion	01	02	02	05
CO-3	3 Mughal empire and Regional Powers	1	02	10	13
CO-4	4 Art and Architecture of Medieval	-	02	11	13
CO-5	5 Religion and culture	1	3	10	14
	Total	04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books :

S.No.	Title	Author	Publisher	Edition & Year
1	History of Medieval India	Satish Chandra	Oxford India Paperbacks	Revised edition 2022
2	□□□□□□□□ □□□□ □□ □□□□□□	□□□□ □□□□□□	SBPD Publication	Edition 2022
3	□□□□□□□□ □□□□ □□ □□□□□□	□□□□ □□□□□□	□□□□□□ □□□□□□□□□□	Revised edition 2022
4	Mr.Gaurav Singh Dept. of Arts AKS University, Satna .			

Curriculum Development Team:

- 1-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- Mrs Prachi Singh, Teaching Associate, Department of Arts
- 3-Dr.Pushpa Soni, Assistant Professor, Department of Arts
- 4-Dr. Usha Dwivedi, Assistant Professor, Department of Arts
- 5-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor, Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PO 12	PSO 1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for the solution of various	Programme provides the base to be the responsible	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various	Discuss the development in art and architecture language nd literature
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

Pos&P SOs - No.	CosNo.&Titles	SOsNo.	LaboratoryInstruc tion(LI)	Classroom Instruction(CI)	SelfLearnin (SL)
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO:1,2,3	CO- 1: Students will Present clear cut ideas about the consolidation of the Delhi Sultanate	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Sultanate Period - sources 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1 .20,1.21,1.22	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 2: Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Rise of Regional Kingdoms and Mughal Invasion 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2. 13,2.14,2.15,2.16,2.17,2.18,2.19,2.20,2.21,2.22,2. 23	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 3: 3 Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3 Mughal empire and Regional Powers 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3.9,3.10,3.11,3.1 2,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 4: Student will able to write essay on nature and significance of Bhakti movement in India	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Art and Architecture of Medieval 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8 4.9,4.10,4.11,4.12,4.13,4.14,4.15,4. 16,4.17	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 5: Students will be able to give presentation on art and architecture of Medieval Indian Period.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Religion and culture 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12, 5.13,5.14	



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Curriculum of BA Political Science
(Revised as on 01.08.2023)

Semester-3rd

Course Code: 01PO301

Course Title : Western Political Thoughts

Pre-requisite: To study this course, a student must have passed a certificate course in first year.

Rationale: It is about Political Theory, The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice. They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

Course Outcomes:

- CO1.** The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- CO2.** They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
- CO3.** They will be able to understand the philosophy of utilitarianism.
- CO4.** Students would learn the key ideas of idealist thinkers.
- CO5.** Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	01PO301	Western Political Thoughts	6	0	0	0	6	6

Legend:
CI: Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
Program core	01PO301	Western Political Thoughts	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO1.1 Understand the Plato'S. SO1.2 We will understand the Theory of Justice. SO1.3 Understand the Theory of Education,Theory of Communism, Philosopher King,The Ideal State. SO1.4 Will understand Aristotle's views. SO1.5 Will understand the State, Slavery, Citizenship.		Unit-1.0 :Greek Political Thought 1.1. Introduction of Greek Political Thought 1.2. Feature of Greek Political Thought 1.3. Contribution of Greek Political Thought 1.4. Introduction of Plato 1.5. Contribution of Plato ideas 1.6. Theory of Justice 1.7. Theory of Education 1.8. Theory of Communism 1.9. Philosopher King 1.10. The Ideal State 1.11. Introduction of Aristotle's 1.12. Contribution of Aristotle's ideas 1.13. Aristotle's views on: 1.14. State, 1.15. Slavery 1.16. Citizenship 1.17. Classification of Government 1.18. Revolution.	

CO 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20

SessionOutcomes		ClassroomInstruction	
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(SOs)	(LI)	(CI)	(SL)
<p>SO2.1 Will know the Niccolò Machiavelli.</p> <p>SO2.2 Will understand the First Modern Political Thinker: The child of his time.</p> <p>SO2.3 Will know about Thomas Hobbes.</p> <p>SO2.4 You will gain knowledge of the John Locke.</p> <p>SO2.5 Will gain knowledge of Jean-Jacques Rousseau.</p>	.	<p>Unit 2.0, Modern Political Thought</p> <p>2.1.Introduction of Modern Political Thought</p> <p>2.2.Feature of Modern Political Thought</p> <p>2.3.Contribution of Modern Political Thought</p> <p>2.4.Introduction of Niccolò Machiavelli</p> <p>2.5.Contribution of Niccolò Machiavelli ideas</p> <p>2.6.First Modern Political Thinker: The child of his time</p> <p>2.7.Conception of Human Nature</p> <p>2.8.Thoughts about Religion and Morality</p> <p>2.9.Ideas on the Prince</p> <p>2.10.Introduction of Thomas Hobbes</p> <p>2.11.Contribution of Thomas Hobbes ideas</p> <p>2.12.Social Contract Theory</p> <p>2.13.Individualism</p> <p>2.14.John Locke</p> <p>2.15.Social Contract Theory</p> <p>2.16.Theory of Natural Rights</p> <p>2.17.Liberalism</p> <p>2.18.Jean-Jacques Rousseau</p> <p>2.19.Social Contract Theory</p> <p>2.20. Theory of General Will</p>	

CO 3: They will be able to understand the philosophy of utilitarianism.

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	0
SL	0
Total	16

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding Philosophy of Utilitarianism.</p> <p>SO3.2 Understanding Natural laws and Rights and Theory of Statcand Legislation.</p> <p>SO3.3 will also understand John Stuart Mill .</p> <p>SO3.4 Will gain knowledge of Views on Liberty.</p> <p>SO3.5 Also understand Representative Government.</p>	.	<p>Unit-3: Philosophy of Utilitarianism</p> <p>1.1. Introduction of Philosophy of Utilitarianism</p> <p>1.2. Feature of Philosophy of Utilitarianism</p> <p>1.3. Contribution of Philosophy of Utilitarianism</p> <p>1.4. Introduction of Jeremy Bentham</p> <p>1.5. Contribution of Jeremy Bentham ideas</p> <p>1.6. Utilitarianism</p> <p>1.7. Natural laws and Rights</p> <p>1.8. Theory of Statcand Legislation</p> <p>1.9. Theory of Punishment and Reform (Prison, Government, Law, Education and Religion)</p> <p>1.10. Contribution to Political Thought</p> <p>1.11. Introduction of John Stuart Mill</p> <p>1.12. Contribution of John Stuart Mill ideas</p> <p>1.13. Alteration in Utilitarianism</p> <p>1.14. Views on Liberty</p> <p>1.15. Representative Government</p> <p>1.16. Contribution to Political Thought</p>	



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CO 4: Students would learn the key ideas of idealist thinkers.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO4.1 Understanding Idealism in Political Philosophy. SO4. Understanding the Philosophy of Ethics. SO4. Understanding George W.F. Hegel. SO4. Also understand Thomas Hill Green.	.	Unit-4 :Idealism in Political Philosophy 4.1.Introduction of Idealism in Political Philosophy 4.2.Feature of Idealism in Political Philosophy 4.3.Contribution of Idealism in Political Philosophy 4.4.Introduction of Immanuel Kant 4.6.Contribution of Immanuel Kant ideas 4.7.Philosophy of Ethics 4.8..Views on theory of State, 4.9.Forms of Government 4.10.International peace 4.11.Introduction of George W.F. Hegel 4.12.Feature of George W.F. Hegel 4.13.Contribution of George W.F. Hegel ideas 4.14.Dialectical Method 4.15.Views on Nation State, Internationalism and War 4.16.Views on Government and Constitution 4.17.Thomas Hill Green 4.18.Views on Freedom	

CO 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)



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<p>SO5.1 Will know about the Scientific Socialism .</p> <p>SO5.2 Will understand the Theory of Surplus Value.</p> <p>SO5.3 Will know about Development of Marxist Theory.</p> <p>SO5.4 will also understand Harold J. Laski.</p>	<p>Unit 5: Karl Marx- Scientific Socialism</p> <p>5.1.Introduction of Karl Marx- Scientific Socialism</p> <p>5.2.Contribution of Karl Marx- Scientific Socialism ideas</p> <p>5.3.Dialectical Materialism</p> <p>5.4.Economic Interpretation of History</p> <p>5.5.Theory of Class Struggle</p> <p>5.6.Theory of Surplus Value</p> <p>5.7.Introduction of Vladimir Lenin</p> <p>5.8.Contribution of Vladimir Lenin</p> <p>5.9.Development of Marxist Theory</p> <p>5.10.As a revolutionary</p> <p>5.11. Introduction of Harold J. Laski</p> <p>5.12.Contribution of Harold J. Laski ideas</p> <p>5.13.Views on Liberty,</p> <p>5.14.Views on Rights</p> <p>5.15. Views on equality</p> <p>5.16.Democratic Socialism</p> <p>5.17 Social ideas of Harold J. Laski</p> <p>5.18. Political ideas of Harold J. Laski</p>
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.	18	0	0	18
CO 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.	20	0	0	20
CO 3: They will be able to understand the philosophy of utilitarianism.	16	0	0	16
CO 4: Students would learn the key ideas of idealist thinkers.	18	0	0	18
CO 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.	18	0	0	18
Total Hours	90	00	00	18

Suggestion for End Semester Assessment



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Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Greek Political Thought	01	01	03	05
CO-2	Modern Political Thought	01	01	03	05
CO-3	Philosophy of Utilitarianism	-	03	10	13
CO-4	Idealism in Political Philosophy	-	03	10	13
CO-5	Karl Marx- Scientific Socialism	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply
 The end of semester assessment for Western Political Thoughts will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2.	Western Political Thought	O.P. Gauba	Mayur Paperbacks Noida.	(2019),
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr. Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni, Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			

CO-PO Mapping:



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences,	The B.A. graduates will be acquainted with the social, economical.	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge	The students will be ignited enough to think	Programme provides the base to be the	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and	Students will be able to explain the Governmental	Students will use various political concepts and ideology
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	2	3	3	2	1	3	2	1	2	1	1	3	2	3	3
CO3	3	3	2	2	2	2	1	1	1	1	1	3	3	3	3
CO4	3	2	2	3	1	2	1	1	2	2	1	3	3	3	3
CO5	3	3	2	2	2	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map

Pos & PSOs -No.	Cos No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Greek Political Thought 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. ____ to ____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Modern Political Thought 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: they will be able to understandthe philosophy of utilitarianism.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Philosophy of Utilitarianism 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Students would learn the key ideas of idealist thinkers.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Idealism in Political Philosophy 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Karl Marx- Scientific Socialism 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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AKS University
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Department of Arts
Curriculum of BA Political Science
(Revised as on 01.08.2023)

Semester-3rd

Course Code: 01PO301

Course Title : Western Political Thoughts

Pre-requisite: To study this course, a student must have passed a certificate course in first year.

Rationale: It is about Political Theory, The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice. They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

Course Outcomes:

- CO1.** The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- CO2.** They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.
- CO3.** They will be able to understand the philosophy of utilitarianism.
- CO4.** Students would learn the key ideas of idealist thinkers.
- CO5.** Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
Program Core	01PO301	Western Political Thoughts	6	0	0	0	6	6

Legend:
CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
Program core	01PO301	Western Political Thoughts	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1 Understand the Plato'S.</p> <p>SO1.2 We will understand the Theory of Justice.</p> <p>SO1.3 Understand the Theory of Education,Theory of Communism, Philosopher King,The Ideal State.</p> <p>SO1.4 Will understand Aristotle's views.</p> <p>SO1.5 Will understand the State, Slavery, Citizenship .</p>		<p>Unit-1.0 :Greek Political Thought</p> <p>1.19. Introduction of Greek Political Thought</p> <p>1.20. Feature of Greek Political Thought</p> <p>1.21. Contribution of Greek Political Thought</p> <p>1.22. Introduction of Plato</p> <p>1.23. Contribution of Plato ideas</p> <p>1.24. Theory of Justice</p> <p>1.25. Theory of Education</p> <p>1.26. Theory of Communism</p> <p>1.27. Philosopher King</p> <p>1.28. The Ideal State</p> <p>1.29. Introduction of Aristotle's</p> <p>1.30. Contribution of Aristotle's ideas</p> <p>1.31. Aristotle's views on:</p> <p>1.32. State,</p> <p>1.33. Slavery</p> <p>1.34. Citizenship</p> <p>1.35. Classification of Government</p> <p>1.36. Revolution.</p>	

CO 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	0
SL	0
Total	20



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO2.1 Will know the Niccolò Machiavelli.</p> <p>SO2.2 Will understand the First Modern Political Thinker: The child of his time.</p> <p>SO2.3 Will know about Thomas Hobbes.</p> <p>SO2.4 You will gain knowledge of the John Locke.</p> <p>SO2.5 Will gain knowledge of Jean-Jacques Rousseau.</p>	.	<p>Unit 2.0, Modern Political Thought</p> <p>2.1.Introduction of Modern Political Thought</p> <p>2.2.Feature of Modern Political Thought</p> <p>2.3.Contribution of Modern Political Thought</p> <p>2.4.Introduction of Niccolò Machiavelli</p> <p>2.5.Contribution of Niccolò Machiavelli ideas</p> <p>2.6.First Modern Political Thinker: The child of his time</p> <p>2.7.Conception of Human Nature</p> <p>2.8.Thoughts about Religion and Morality</p> <p>2.9.Ideas on the Prince</p> <p>2.10.Introduction of Thomas Hobbes</p> <p>2.11.Contribution of Thomas Hobbes ideas</p> <p>2.12.Social Contract Theory</p> <p>2.13.Individualism</p> <p>2.14.John Locke</p> <p>2.15.Social Contract Theory</p> <p>2.16.Theory of Natural Rights</p> <p>2.17.Liberalism</p> <p>2.18.Jean-Jacques Rousseau</p> <p>2.19.Social Contract Theory</p> <p>2.20. Theory of General Will</p>	

CO 3: They will be able to understand the philosophy of utilitarianism.

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	0
SL	0
Total	16

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding Philosophy of Utilitarianism.</p> <p>SO3.2 Understanding Natural laws and Rights and Theory of Statcand Legislation.</p> <p>SO3.3 will also understand John Stuart Mill .</p> <p>SO3.4 Will gain knowledge of Views on Liberty.</p> <p>SO3.5 Also understand Representative Government.</p>	.	<p>Unit-3: Philosophy of Utilitarianism</p> <p>1.17. Introduction of Philosophy of Utilitarianism</p> <p>1.18. Feature of Philosophy of Utilitarianism</p> <p>1.19. Contribution of Philosophy of Utilitarianism</p> <p>1.20. Introduction of Jeremy Bentham</p> <p>1.21. Contribution of Jeremy Bentham ideas</p> <p>1.22. Utilitarianism</p> <p>1.23. Natural laws and Rights</p> <p>1.24. Theory of Statcand Legislation</p> <p>1.25. Theory of Punishment and Reform (Prison, Government, Law, Education and Religion)</p> <p>1.26. Contribution to Political Thought</p> <p>1.27. Introduction of John Stuart Mill</p> <p>1.28. Contribution of John Stuart Mill ideas</p> <p>1.29. Alteration in Utilitarianism</p> <p>1.30. Views on Liberty</p> <p>1.31. Representative Government</p> <p>1.32. Contribution to Political Thought</p>	



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CO 4: Students would learn the key ideas of idealist thinkers.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO4.1 Understanding Idealism in Political Philosophy.</p> <p>SO4. Understanding the Philosophy of Ethics.</p> <p>SO4. Understanding George W.F. Hegel.</p> <p>SO4. Also understand Thomas Hill Green.</p>	.	<p>Unit-4 :Idealism in Political Philosophy</p> <p>4.1.Introduction of Idealism in Political Philosophy</p> <p>4.2.Feature of Idealism in Political Philosophy</p> <p>4.3.Contribution of Idealism in Political Philosophy</p> <p>4.4.Introduction of Immanuel Kant</p> <p>4.6.Contribution of Immanuel Kant ideas</p> <p>4.7.Philosophy of Ethics</p> <p>4.8..Views on theory of State,</p> <p>4.9.Forms of Government</p> <p>4.10.International peace</p> <p>4.11.Introduction of George W.F. Hegel</p> <p>4.12.Feature of George W.F. Hegel</p> <p>4.13.Contribution of George W.F. Hegel ideas</p> <p>4.14.Dialectical Method</p> <p>4.15.Views on Nation State, Internationalism and War</p> <p>4.16.Views on Government and Constitution</p> <p>4.17.Thomas Hill Green</p> <p>4.18.Views on Freedom</p>	

CO 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO5.1 Will know about the Scientific Socialism .</p> <p>SO5.2 Will understand the Theory of Surplus Value.</p> <p>SO5.3 Will know about Development of Marxist Theory.</p> <p>SO5.4 will also understand Harold J. Laski.</p>		<p>Unit 5: Karl Marx- Scientific Socialism</p> <p>5.1.Introduction of Karl Marx- Scientific Socialism</p> <p>5.2.Contribution of Karl Marx- Scientific Socialism ideas</p> <p>5.3.Dialectical Materialism</p> <p>5.4.Economic Interpretation of History</p> <p>5.5.Theory of Class Struggle</p> <p>5.6.Theory of Surplus Value</p> <p>5.7.Introduction of Vladimir Lenin</p> <p>5.8.Contribution of Vladimir Lenin</p> <p>5.9.Development of Marxist Theory</p> <p>5.10.As a revolutionary</p> <p>5.11. Introduction of Harold J. Laski</p> <p>5.12.Contribution of Harold J. Laski ideas</p> <p>5.13.Views on Liberty,</p> <p>5.14.Views on Rights</p> <p>5.15. Views on equality</p> <p>5.16.Democratic Socialism</p> <p>5.17 Social ideas of Harold J. Laski</p> <p>5.18. Political ideas of Harold J. Laski</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.	18	0	0	18
CO 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.	20	0	0	20
CO 3: They will be able to understand the philosophy of utilitarianism.	16	0	0	16
CO 4: Students would learn the key ideas of idealist thinkers.	18	0	0	18
CO 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.	18	0	0	18
Total Hours	90	00	00	18



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Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Greek Political Thought	01	01	03	05
CO-2	Modern Political Thought	01	01	03	05
CO-3	Philosophy of Utilitarianism	-	03	10	13
CO-4	Idealism in Political Philosophy	-	03	10	13
CO-5	Karl Marx- Scientific Socialism	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Western Political Thoughts Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

SuggestedInstructional/ImplementationStrategies:

6. ImprovedLecture
7. Tutorial
8. CaseMethod
9. GroupDiscussion
10. Brainstorming

SuggestedLearningResources:

(b) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2.	Western Political Thought	O.P. Gauba	Mayur Paperbacks Noida.	(2019),
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO 1	PSO 2	PSO 3
Program Outcomes	The students acquire knowledge in the field of social sciences,	The B.A. graduates will be acquainted with the social, economical, historical, geographical	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge with human values	The students will be ignited enough to think and act over for the solution of various	Programme provides the base to be the	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for	Students will be able to explain the	Students will use various political
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	2	3	3	2	1	3	2	1	2	1	1	3	2	3	3
CO3	3	3	2	2	2	2	1	1	1	1	1	3	3	3	3
CO4	3	2	2	3	1	2	1	1	2	2	1	3	3	3	3
CO5	3	3	2	2	2	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map

Pos & PSOs -No.	Cos No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: The students will understand the significance of study of Political Philosophy.. The students will know the key ideas of Greek Political thinkers Plato and Aristotle. They will be able to explain what was the ideal state according to Plato and how was it linked to his scheme of education and theory of justice. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Greek Political Thought 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 2: They will be able to answer why Machiavelli is called the child of his age. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.. They will be able to make a distinction among Hobbes, Locke, and Rousseau on the state of nature, the law of nature, nature and form of contract and the emergence of state from the contract.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Modern Political Thought 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: they will be able to understand the philosophy of utilitarianism.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Philosophy of Utilitarianism 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Students would learn the key ideas of idealist thinkers.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Idealism in Political Philosophy 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 5: Students would learn the key ideas in Marxism and will be able to answer the Socialist and communist tradition after Marx in Political ideas of Lenin and Laski.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Karl Marx- Scientific Socialism 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



A K S University

Faculty of Social Science and Humanities

Department of Arts

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(Revised as on 01 August 2023)

AKS University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA HISTORY

(Revised as on 01.08.2023)

Semester-III

Course Code: 01HI301

Course Title : History of Medieval India (from 1205 to 1739 AD)

Pre- requisite: This course can be opted by any student who has passed 12 th class .

Rationale: 'It's all about India's glorious past.

After studying this paper, the students will be able to present clear cut ideas about the consolidation of the Delhi Sultanate ,Mughal Empire and contemporary Indian rulers .They will be able to give an analytical view of various dynasties which dominated the political and cultural landscape of that period for a long time.

Course Outcomes:

the students will. be able to

01HI301-present clear cut ideas about the consolidation of the Delhi Sultanate ,

01HI301-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers .

01HI301- Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time.

01HI301-Student will able to write essay on nature and significance of Bhakti movement in India.

01HI301- Students will be able to give presentation on art and architecture of Medieval Indian Period .

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	1HI301	History of Medieval India (From 1205 to 1739 AD)	6	0	0	0	6	6



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- Legend:**
- CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (includes assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	1HI301	History of Medieval India (From 1205 to 1739 AD)	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1- Students will present clear cut ideas about the consolidation of the Delhi Sultanate,

Approximate Hours

Item	Appx Hrs.
CI	24
LI	0
SW	1
SL	1
Total	26

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the Concept and nature of source of Delhi Sultan .</p> <p>SO1.2 Understand the Concept of political condition of Delhi Sultanate.</p> <p>SO1.3 Understand the concept behind consolidation of Delhi Sultanate</p> <p>SO1.4 Evaluate the Conquests , administration ,reforms Social life of Sultunate,Economic</p> <p>SO1.5 Write meaningfull essay on Mongol Invasion and it's impact .</p>		<p>Unit -1-Sultanate Period - sources</p> <p>1.1-Sources of Medieval Indian History</p> <p>1.2Sulfonate Period - sources</p> <p>1.3Establishment of Delhi Sultanate</p> <p>.Slave Dynasty</p> <p>.Khilji Dynasty</p> <p>.Tugalaq Dynasty</p> <p>1.4 Consolidations of Delhi Sultanate</p> <p>1.5 Administration of Sultanate Period</p> <p>1.6Central Administration</p> <p>1.7 Provincial Administration</p> <p>1.8 District Administration</p> <p>1.9 Village Administration</p> <p>1.10Military Administration</p> <p>1.11Examine Revenue Administration</p> <p>1.12Judicial Administration</p> <p>1.12Society during Sultanate Period</p> <p>1.13 Status of Women During Sultanate Period</p> <p>1.14 Economy during Sultanate Period</p> <p>1. 15Various Important Conquests</p> <p>1.16 Administrative reforms during sultanate Period</p> <p>1.17 Social Reforms during Sultanate Period</p> <p>1.18 Military reforms during Sultanate Period</p> <p>1.19 Revenue reform during Sultanate period</p> <p>1.20 life of Sultunate period</p> <p>1.21 The Mongol Invasion</p> <p>1.22 Impact of Mongol Invasion</p>	

CO.2-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers.

Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	1
SL	1
Total	25



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about emergence of Regional Kingdoms and Mughal Invasion SO2.2 Understanding about the Vijaynagar Kingdoms SO2.3 Preparation of presentation on Mauryan dynasty SO2.4 Understanding the Mughal Invasion - Achievement , Administration , Economic condition SO2.5 Understanding the trade ,land revenue system ,status of women .	.	UNIT 2- Rise of Regional Kingdoms and Mughal Invasion 2.1-:Rise of Regional Kingdoms 2.2 Administration of Regional Kingdoms 2.3 Economy of Regional Kingdoms 2.4 Mughal Invasion 2.5 Reasons of Mughal Invasions 2.6Vijaynagar Kingdoms 2.7Harihar -Bukka 2.8Raja Krishnadev Rai 2.9Achievements of Various rulers of Vijayanagar Kingdoms 2.10 Administration of Vijaynagar Kingdoms 2.11Economy of Vijaynagar Kingdoms 2.12 society of Vijaynagar Kingdoms 2.13 Lodi dynasty 2.14 Administration of Lodi Dynasty 2.15 Reforms by Lodi Dynasty 2.16 The Mughal Invasion - 2.17 Reasons of Success of Mughal Invasions 2.18 Achievement of Mughal Rulers 2.19 Examine nature of Administration 2.20Examine Economic condition 2.21Development of trade 2.22 land revenue system 2.23 status of women during Mughal Period	

CO.3:- Students will be give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO3.1 Meaning and concept Mughal empire and Regional Powers SO3.2 Understanding about the Shershah Suri -Achievements and administration, economy . SO3.3 Understanding the concept of Rise of Marathas: SO3.4 Understanding about the Aurangzeb and the Decline of Mugha Empire. SO3.54 Understanding about the Invasion of Nadirashah and it's Impac .	.	Unit-3 : Mughal empire and Regional Powers 3.1-Mughal empire 3.2 Emergence of Regional Powers :- 3.3 Shershah Suri 3.4 Achievements of Shershah Suri 3.5 Administration of Sherashah Suri 3.6 Economy during reign of Shershah Suri 3.7 Mughal -Rajput Relation. 3.8 Mughal Sikh Relation , 3.9-Rise of Marathas: 3.10- Shivaji conquests 3.11 Administration of Shivaji . 3.12Aurangzeb. 3.13Administration during reign of Aurangzeb 3.14 the Decline of MughalEmpire. 3.15 Debate of Decline of Mughal Period 3.16-Invasion of Nadirashah 3.17 Impact of Invasions of Nadirashah 3.18 Nature of state during 18th century	

CO.4-Student will write essay on nature and significance of Bhakti movement in India.

Approximate Hours

Item	Appx Hours
CI	17
LI	0
SW	1
SL	1
Total	19

Session Outcomes(SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the Art and Architecture of Medieval India SO4.2 Preparation of table on Architecture of Sultanate Period SO4.3 Understanding about Literature of Mughal Period ,Paintings of Mughal Period SO4.4 Understanding about the history ,culture and architecture of Northern Indian Dynasties. SO4.5 Preparation of table of Mughal style and Rajput Style	.	Unit-4 : Art and Architecture of Medieval India 4.1-Art Forms 4.2 Painting Art 4.3 Significance of Art 4.4 Dancing Art 4.5 Architecture of Medieval India:- 4.6 Architecture of Slave Dynasty 4.7-Architecture of Khilji Dynasty 4.8-Architecture of Tugalaq Dynasty 4.9 Architecture of Lodi Dynasty 4.10 Architecture of Mughal Period 4.11 Art during Mughal Period 4.12 Architecture during the reign of Akbar 4.13 Architecture during the reign of Jahangir 4.14 Architecture during the reign of Shahjahan 4.15 Literature of Mughal Period 4.16 Paintings of Mughal Period 4.17-Mughal style and Rajput Style	



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CO5: Students will be able to give presentation on art and architecture of Medieval Indian Period .

Approximate Hours

Item	Appx Hours
CI	14
LI	0
SW	1
SL	1
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Religion and culture SO5.2 Preparation of table of Religious life in Sultanate Period . SO5.3 Understanding about reason Religious Life in Mughal Period .Bhakti . SO5.4 Understanding about the reason Movement and sufi Tradition in India SO5.5 Understanding about the history Kabir, Tulsidas ,Surdas , Meerabai ,Guru Nanak		Unit 5: Religion and culture 5.1Religion and culture 5.2Religious life in Sultanate Period . 5.3Religious Life in Mughal Period .Bhakti 5.4 Bhakti Movement during Sultanate Period 5.5 Culture of Sultanate Period 5.6 Movement 5.7 Role of Kabir 5.8Role of Tulsidas 5.9 Role of Surdas 5.10Role of Meerabai 5.11Role of Guru Nanak 5.12Emergence of Sufism 5.13 Emergence of composite culture during Medieval India 5.14Salient features of Composite Culture during Sultanate Period	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
1-Students will Present clear cut ideas about the consolidation of the Delhi Sultanate	22	1	1	24
2-Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers .	23	1	1	25
3 Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time	18	1	1	20
4-Student will able to write essay on nature and significance of Bhakti movement in India.	17	1	1	19
5 Students will be able to give presentation on art and architecture of Medieval Indian Period .	14	1	1	16
Total Hours	94	05	05	104



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Sultunate Period - sources	01	02	02	05
CO-2	2- Rise of Regional Kingdoms and Mughal Invasion	01	02	02	05
CO-3	3 Mughal empire and Regional Powers	1	0 2	10	13
CO-4	4 Art and Architecture of Medieval	-	0 2	11	13
CO-5	5 Religion and culture	1	3	10	14
Total		04	1 1	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S.N o.	Title	Author	Publisher	Edition & Year
1	History of Medieval India	Satish Chandra	Oxford India Paperbacks	Revised edition 2022
2	□□□□□□□□ □□□□ □□ □□□□□□	□□□□ □□□□□□	SBPD Publication	Edition 2022
3	□□□□□□□□ □□□□ □□ □□□□□□	□□□□ □□□□□□	□□□□□□□ □□□□□□□□□□	Revised edition 2022
4	Mr.Gaurav Singh Dept. of Arts AKS University, Satna .			



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Curriculum Development Team:

- 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- Mrs Prachi Singh , Teaching Associate , Department of Arts
- 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 4-Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
- 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited enough to think and act over for the solution of various	Programme provides the	Environment and sustainability.	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socio, economic, religious and	Develop the skills needs to succeed in competitive examinations to enhance job	Discuss the development in art and architecture language and literature
CO 1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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 Course Curriculum Map

Pos & PSOs - No.	CosNo&Titles	SOsNo.	Laboratory/Instruc tion(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO:1,2,3	CO- 1: Students will Present clear cut ideas about the consolidation of the Delhi Sultanate	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Sultanate Period - sources 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17 ,1.18,1.19,1.20,1.21,1.22	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 2: Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Rise of Regional Kingdoms and Mughal Invasion 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10, 2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.1 8,2.19,2.20,2.21,2.22,2.23	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 3: 3 Students will be able to give an analytical view of various regional dynasties which dominated the political and cultural landscape of that period for a long time	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3 Mughal empire and Regional Powers 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3.9,3 .10,3.11,3.12,3.13,3.14,3.15,3.16,3.17, 3.18	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 4: Student will able to write essay on nature and significance of Bhakti movement in India	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Art and Architecture of Medieval 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8 4.9,4.10,4.11,4.12,4.13, 4.14,4.15,4.16,4.17	
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO: 1,2,3	CO- 5: Students will be able to give presentation on art and architecture of Medieval Indian Period .	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Religion and culture 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.1 0,5.11,5.12,5.13,5.14	



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AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

Semester-III

- Course Code:** 01EN302
- Course Title :** Study of Prose (Paper 1, Theory)
- Pre-requisite:** To study this course, a student must have had the subject English Language and Literature at her/his Certificate Course level.
- Rationale:** Prose encompasses a broad range of writings, from fiction to essays, allowing students to analyze complex narratives and arguments.

Course Outcomes:

- 01EN302.1. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.
- 01EN302.2. Broaden analytical skills and develop critical thinking skills.
- 01EN302.3. Cultivate wisdom and world-view within themselves.
- 01EN302.4. Develop language and communication skills and creativity.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Credits (C)
			CI	LI	SW	SL	
	A2-ELITIT	Study of Prose (Paper 1, Theory)					4

- Legend:**
- CI:** Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (includes assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.



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Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
CORE	A2-ELITIT	Study of Prose (Paper 1, Theory)									

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1.Explore the key principles of Renaissance humanism and their impact on the development of prose as a vehicle for humanist ideas. SO1.2.Examine Michel de Montaigne's biography, including his upbringing, education, and intellectual influences. SO1.3.Evaluate Montaigne's major themes and philosophical perspectives as expressed through his essays, such as skepticism, self-reflection, and cultural relativism.		Unit-1-Early Prose Writers 1.1.Introduction to Prose and its Evolution as a Literary Form 1.2.The Influence of Renaissance Humanism on Prose Writing 1.3.Michel de Montaigne: Life and Works 1.4.Analysis of Montaigne's Essay "On Sorrow" (Translated by Charles Cotton) 1.5.Francis Bacon: Life, Works, and Contributions to Prose 1.6.Detailed Study of Bacon's Essays "Of Studies" and "Of Truth" 1.7.Oliver Goldsmith: Biography and Literary Career 1.8.Exploration of Goldsmith's Narrative Technique in "The Man in Black" 1.9.Comparative Analysis of Montaigne's and Bacon's Philosophical Approaches 1.10.Themes of Knowledge and Truth in Montaigne and Bacon's Essays 1.11.Social Commentary and Satire in Goldsmith's "The Man in Black" 1.12.Influence of Montaigne and Bacon on Later Prose Writers 1.13.Literary Criticism of Montaigne's and Bacon's Essays 1.14.Goldsmith's Contribution to the Development of English Prose 1.15.The Legacy of Early Prose Writers in Modern Literature	

CO2.Broaden analytical skills and develop critical thinking skills.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1.Evaluate the significance of prose as a medium for expressing Enlightenment ideals, Romantic sensibilities, and social critique in eighteenth and nineteenth century literature. SO2.2.Examine Joseph Addison's biography, including his education, political career, and literary partnerships. SO2.3.Conduct a close reading of Joseph Addison's essay "The		Unit-2:Eighteenth/ Nineteenth Century Prose 2.1.Introduction to Eighteenth and Nineteenth Century Prose 2.2.Joseph Addison: Life and Contributions to English Literature 2.3.Analysis of Addison's Essay "The Spectator's Account of Himself" 2.4.The Spectator Papers: Context and Significance in Periodical Literature 2.4.William Hazlitt: Biography and Literary Career 2.5.Examination of Hazlitt's Essay "On the Ignorance of the Learned" 2.6.Examination of Hazlitt's Essay "On the Ignorance of the Learned"	



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Spectator's Account of Himself," focusing on its structure, language, and rhetorical devices.		2.7.Charles Lamb: Life, Works, and Contribution to Romantic Prose 2.8.Detailed Study of Lamb's Essay "Dream Children" 2.9.Comparison of Addison's and Hazlitt's Views on Knowledge and Learning 2.10.Themes of Memory and Imagination in Charles Lamb's "Dream Children" 2.11.Romanticism and Sentimentality in Lamb's Prose Style 2.12.Social and Political Commentary in the Essays of Addison, Hazlitt, and Lamb 2.13.Literary Criticism of Addison's, Hazlitt's, and Lamb's Essays 2.14.Influence of The Spectator and Romantic Prose on Victorian Writers 2.15.The Evolution of English Prose Style from the Eighteenth to Nineteenth Century	
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CO3.Cultivate wisdom and world-view within themselves.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1.Explore the defining characteristics of modern period prose, including experimentation with form, style, and narrative technique. SO3.2.Examine AG Gardiner's biography, including his background, education, and career as a journalist and essayist. SO3.3.Conduct a close reading of AG Gardiner's essay "On The Rule of the Road," examining its structure, language, and rhetorical strategies.		Unit-3: Prose in Modern Period 3.1.Introduction to Modern Period Prose and Its Characteristics 3.2.AG Gardiner: Life and Contributions to English Literature 3.3.Analysis of Gardiner's Essay "On The Rule of the Road" 3.4.Themes of Civility and Social Responsibility in Gardiner's Essay 3.5.Robert Lynd: Biography and Literary Career 3.6.Examination of Lynd's Essay "The Pleasures of Ignorance" 3.7.Exploration of Lynd's Perspective on Knowledge and Wisdom 3.8.Aldous Huxley: Life, Works, and Contribution to Modern Prose 3.9.Detailed Study of Huxley's "The Divine Within" (Chapters 1-2) 3.10.Themes of Spirituality and Human Potential in Huxley's Work 3.11.Comparison of Gardiner's, Lynd's, and Huxley's Views on Society and Humanity 3.12.Modernist and Post-Modernist Elements in Gardiner's, Lynd's, and Huxley's Essays 3.13.Literary Criticism of Gardiner's, Lynd's, and Huxley's Prose	



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		3.14.Influence of Modern Period Prose on Contemporary Writers 3.15.Evolution of Prose Style and Themes from the Early Modern to Modern Period	
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CO4. Develop language and communication skills and creativity.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1.Explore the key principles of Renaissance humanism and their impact on the development of prose as a vehicle for humanist ideas.</p> <p>SO1.2.Examine Michel de Montaigne's biography, including his upbringing, education, and intellectual influences.</p> <p>SO1.3.Evaluate Montaigne's major themes and philosophical perspectives as expressed through his essays, such as skepticism, self-reflection, and cultural relativism.</p>		<p>Unit-4: Political Writing</p> <p>4.1.Introduction to Political Writings and Their Significance</p> <p>4.2.Nelson Mandela: Biography and Political Legacy</p> <p>4.3.Analysis of Mandela's Autobiography "Long Walk to Freedom"</p> <p>4.4.Themes of Freedom, Justice, and Leadership in Mandela's Narrative</p> <p>4.5.Rajmohan Gandhi: Life and Contributions to Political Thought</p> <p>4.6.Examination of Gandhi's Essay "Why Gandhi Still Matters"</p> <p>4.7.Gandhi's Reflections on Nonviolence and Civil Disobedience</p> <p>4.8.Comparison of Mandela's and Gandhi's Approaches to Political Change</p> <p>4.9.Impact of Mandela's and Gandhi's Ideas on Global Movements</p> <p>4.10.Themes of Resilience and Perseverance in Mandela's Journey</p> <p>4.11.Historical Context of Apartheid and Indian Independence Movements</p> <p>4.12.Literary Criticism of Mandela's and Gandhi's Political Writings</p> <p>4.13.Influence of Mandela's and Gandhi's Ideas on Contemporary Politics</p> <p>4.14.The Role of Personal Narrative in Political Advocacy</p> <p>4.15.Evolution of Political Writing from Autobiography to Political Theory</p>	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1.Analyze literary devices, forms and techniques in order to appreciate and interpret the text.	15	01	01	15
CO2.Broaden analytical skills and develop critical thinking skills.	15	01	01	15
CO3.Cultivate wisdom and world-view within themselves.	15	01	01	15
CO4.Develop language and communication skills and creativity.	15	01	01	15
CO5	0	0	01	0
Total Hours	60			60

Suggestion for End Semester Assessment

Suggested Specification Table(For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Early Prose Writers				
CO-2	Eighteenth/Nineteenth Century Prose				
CO-3	Prose in Modern Period				
CO-4	Political Writing				
	Total				

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Principles of Study of Prose (Paper 1, Theory) Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

Suggested Instructional/Implementation Strategies:

6. Improved Lecture
7. Tutorial
8. Case Method
9. Group Discussion
10. Brainstorming



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Suggested Learning Resources:

(b) Books:

1. Binyon, Laurence. "Nineteenth Century Prose". Forgotten Books, 2018.
2. Gandhi, Rajmohan. Why Gandhi Still Matters: An Appraisal of the Mahatma's Legacy. Aleph Book Company, 2017.
3. Huxley, Aldous, and Huston Smith. "The Divine Within: Selected Writings on Enlightenment". Harper Perennial Modern Classics, 2013.
4. Mandela, Nelson. "Long Walk to Freedom". Abacus Publication, 1995.

Suggestive digital platform web links

1. Addison, Joseph. "The Spectator's Account Of Himself." Ourcivilisation.Com, www.ourcivilisation.com/smartboard/shop/fowlerjh/chap6.htm. Accessed 18 Jan. 2022.
2. Addison, Joseph. "Sir Roger at Church." Ourdecline.Com, www.ourdecline.com/smartboard/shop/fowlerjh/chap15.htm. Accessed 18 Jan. 2022.
3. Bacon, Francis. "I. Of Truth. Francis Bacon. 1909-14. Essays." Bartleby, www.bartleby.com/3/1/1.html. Accessed 18 Jan. 2022.
4. "Charles Lamb: Essays." GradeSaver, 8 Oct. 2021, www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie.
5. "Eighteenth Century Prose." Bachelorandmaster: Com, 2016,13.222 DGS Gautam www.bachelorandmaster.com/englishperiods/eighteenth-century-prose.html.
6. Gardiner, AG. "The Project Gutenberg EBook of Leaves in the Wind, by A. G. Gardiner." Project Gutenberg, 2011, www.gutenberg.org/files/37858/37858-h/37858-h.htm.
7. Hazlitt, William. "On the Ignorance of the Learned." OurCivilisation.Com, www.ourcivilisation.com/smartboard/shop/hazlittw/ignrnc.htm. Accessed 18 Jan. 2022.
8. Hazlitt. "THE INDIAN JUGGLERS." Juggling.Org, www.juggling.org/papers/hazlitt. Accessed 18 Jan. 2022.
9. Montaigne. "Essays of Michel de Montaigne." Project Gutenberg, www.gutenberg.org/files/3600/3600-h/3600-h.htm. Accessed 18 Jan. 2022.
10. Nordquist, Richard. "Francis Bacon's Classic Essay Of Studies." ThoughtCo, 2020, www.thoughtco.com/of-studies-by-francis-bacon-1688771
11. Nordquist, Richard. "Robert Lynd's Essay on the Pleasures of Ignorance." ThoughtCo, 6 Nov. 2019, www.thoughtco.com/pleasures-of-ignorance-by-robert-lynd-1690173.
12. Nordquist, Richard. "'The Character of the Man in Black' by Oliver Goldsmith." ThoughtCo, 2019, www.thoughtco.com/character-of-the-man-in-black-1690140.
13. "Prose - English Literature." Britannica, www.britannica.com/art/English-literature/Prose. Accessed 18 Jan. 2022.
14. "Prose: Forgetting English Prose: Forgetting by Robert Lynd." BrainKart, 20 June 2018, www.brainkart.com/article/Prose--Forgetting_34360.
15. Roy, Hareshwar. "On the Rule of the Road - A.G. Gardiner." English Literature Mail, 14 June 2020, www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html.



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature	The B.A. graduates will be acquainted with the social, economical, historical	The program also empowers the graduates	The B. A. program enables the students to acquire the knowledge	The students will be ignited enough to think and act	Programme provides the base to be the responsible	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical	Develop the skills needs to succeed in competitive examinations to enhance	Students will develop an appreciation of how the formal elements of
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map

Pos&PS Os-No.	Cos No.&Titles	SOsNo.	Laboratory/Instruct	Classroom Instruction(CI)	Self Learning
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO:1,2,3	CO- 1: Analyze literary devices, forms and techniques in order to appreciate and interpret the text	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1-Early Prose Writers 1.1,1.2,1.3,1.4,1.5,1.6,1.7 .1.8,1.9,1.10,1.11,1.12,1.13,1.14, 1.15	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 2: Broaden analytical skills and develop critical thinking skills.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		UNIT- 2 Eighteenth/Nineteenth Century Prose2.1,2.2,2.3,2.4,2.5,2.6,2.7,2 .8,2.9,2.10,2.11,2.12,2.13,2.14,2. 15	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 3: Cultivate wisdom and world-view within themselves	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Prose in Modern Period 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9 ,3.10,3.11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO- 4: Develop language and communication skills and creativity.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit4:Political Writing 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9 ,4.10,4.11,4.12,4.13,4.14,4.15,	



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IV

BA SOCIOLOGY



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4th

Course Code: 0SE401

Course Title : Web Designing

Pre-requisite: Student should have basic knowledge of computer.

Rationale: Study of this subject will develop different skills in students to create and manage the websites. Concepts like Html, CSS and JavaScript will helpful to develop front end static and dynamic web pages design of website.

Course Outcomes:

On successful completion of this course, the students will be able to:

- CO 1. Have knowledge of HTML, its essential tags, Attributes, Text styles, Links to External Documents and different sections of a HTML page.
- CO 2. Develop skills to generate HTML and CSS page and have knowledge of JavaScript assisted style sheets.
- CO 3. Have knowledge of CSS, CSS Syntax, Comments, Level of CSS, Embedding HTML in CSS, JavaScript pre-defined and used defined.
- CO 4. Have knowledge of functions of PHP Fundamentals of PHP.
- CO 5. Develop skills to generate Static and dynamic application designing, Google form designing.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours(CI+LI+SW+SL)	Total Credits(C)
			CI	LI	SW	SL		
	0SE401	Web Designing	3	1	1	1	7	4

Legend:

CI: Class room Instruction (Includes different instructional strategies i.e. Lecture(L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.



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Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
	0SE40	Web Designing	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course Curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Have knowledge of HTML, its essential tags, Attributes, Text styles, Links to External Documents and different sections of a HTML page.

Approximate Hours

Item	AppXHrs
CI	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes	Laboratory	Classroom Instruction	Self
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(SOs)	Instruction (LI)	(CI)	Learning (SL)
<p>SO1.1 Understand basics of HTML</p> <p>SO1.2 Understanding various tags used with HTML</p> <p>SO1.3 Understanding types of List in Html.</p> <p>SO1.4 Understanding different input types</p> <p>SO1.5 Understand client server architecture.</p>	<p>1. Design web pages for your college containing a description of the courses, departments, faculties, library, etc, use href, list tags.</p> <p>2. Create your class timetable using the table tag.</p> <p>3. Create user Student feedback form (use textbox, text area, checkbox, radio button, select box, etc.)</p>	<p>Unit-1: Basics of Internet and Web</p> <p>1.1 Introduction to Internet World Wide Web.</p> <p>1.2 Internet Addressing, Browser, URL, Web server,</p> <p>1.3 Website, homepage, Domain, Basic concepts. Softwares for web Designing: -Notepad/ Notepad++, Dreamweaver, Blue Griffon,</p> <p>1.4 Net beans, Sea Monkey, Word press, Sublime.</p> <p>1.5 Introduction to HTML: HTML Tags & attributes, HTML Basic Tags, Formatting Tags, HTML color Coding, Div and Span Tags for Grouping.</p> <p>1.6 List: Unordered Lists, Ordered Lists, Definition list, Images: Image and Image Mapping.</p> <p>1.7 Hyperlink: URL – Uniform Resource Locator, URL Encoding, Table:<table>, <th>,<tr>,<td>,<caption>,<thead>,<tbody>,<tfoot>,<colgroup>,<col>,</p> <p>1.8 Attributes Using Iframe as the Target. Form: <input>,<textarea>,<button>, <select>,<label></p> <p>1.9 Headers: Title, Base, Link, Styles, Script HTML: Title, Base, Link, Styles, Script HTML Meta Tag, XHTML, HTML Depreciated Tags & Attributes.</p>	<p>1. Learning various concepts related with internet.</p>

SW-1 Suggested Sessional Work(SW):

a. Assignments:

- i. Explain basic terminologies used with HTML.
- ii. Explain various types of tags.

CO2: Develop skills to generate HTML and CSS page and have knowledge of Java Script assisted style sheets (JSSS).

Approximate Hours

Item	AppXHrs
CI	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes (SOs)	Laboratory Instruction	Classroom Instruction (CI)	Self Learning (SL)
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	(LI)		
<p>SO2.1 To Understand the concept of web server.</p> <p>SO2.2 To learn about Cascading Style Sheet.</p> <p>SO2.3 To implements VB Script and Java Script.</p> <p>SO2.4 To understand Document Object Model.</p> <p>SO2.5 To learn about JRE (JavaScript Runtime Environment).</p>	<p>1. Create a web page using the frame. Divide the page into two parts with</p> <p>2. Create your resume using HTML tags also experiment with colors, text, links, size, and also other tags you studied.</p> <p>3. Create a web page by making use of the following tags: Head, Body, Bgcolor.</p> <p>4. Write a HTML program to implement different types of CSS.</p>	<p>Unit-2: Introduction to CSS</p> <p>2.1 Introduction, Features & benefits of CSS,</p> <p>2.2 CSS Syntax, External Style Sheet using <link>>,</p> <p>2.3 Multiple Style Sheets, Value Lengths and Percentages.</p> <p>2.4 Selectors: ID selectors, Class Selectors, Grouping Selectors, Universal Selector,</p> <p>2.5 Descendant/ Child Selectors, Attribute Selectors, CSS- Pseudo Classes.</p> <p>2.6 Color Background Cursor: background-image,</p> <p>2.7background-repeat, background-position, CSS Cursor.</p> <p>2.8 Text Fonts: Color, background-color, text-decoration, text-align,</p> <p>2.9 vertical-align, font-family, font-size, font-style, font-variant, font-weight.</p>	<p>i. Try to Implement VB Script and Java Script</p>

SW-2 Suggested Sessional Work(SW):

CO3: Have knowledge of PHP, PHP Syntax, Comments, Variables and Constants, Embedding PHP in HTML pre-defined and used defined.

Approximate Hours

Item	AppXHrs
CI	09
LI	03
SW	02
SL	01
Total	15



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Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>SO3.1 Learning server-side scripting language PHP.</p> <p>SO3.2 Will learn PHP Syntax, Comments Tags and Attributes</p> <p>SO3.3 Learn CSS and JavaScript run time data communications</p> <p>SO3.4 Creating forms using HTML.</p> <p>SO3.5 Implement front end to back end any data base communication</p>	<ol style="list-style-type: none"> 1. Acquaintance with elements, tags and basic structure of HTML files. 2. Practicing basic and advanced text for formatting. 3. Practice use of image, video and sound in HTML documents. 4. Designing of web pages- Document layout, list, tables. 5. Practicing Hyperlink of web pages, working with frames. 6. Working with forms and controls. 7. Working with background, text, font, list properties 8. Write a JavaScript program to design a simple calculator. 9 Write a JavaScript program to find the factorial of given number by using function. 10 Write a JavaScript program to form validation in html. 	<p>Unit-3 : CSS and Box Model</p> <ol style="list-style-type: none"> 1.1 List- style-type, list-style-position, 1.2 list-style-image, list-style, CSS Tables (border, width & height, text-align, virtual-align, padding, color) 1.3 Box Model: Borders & Outline, 1.4 Margin & Padding, Height and Width, CSS Dimensions. 1.5 Display Positioning: CSS Visibility, CSS Display, 1.6 CSS Scrollbars, CSS Positioning (Static Positioning, Fixed Positioning Relative Positioning, Absolute Positioning), 1.7 CSS Layers with Z-index. 1.8 Floats: The Float Property, 1.9 The Clear Property, The Clear fix Hack. 	<ol style="list-style-type: none"> 1. Learning various attributes of HTML tags. 2. Learning online HTML editors.

SW-3 Suggested Sessional Work (SW):

a. Assignments:

1. Explain basic PHP tags and their properties.
2. Create an HTML page that contains a CSS.
3. Create an admission form using HTML tags & CSS.

CO4: Have knowledge of basic PHP.



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Approximate Hours

Item	AppXHrs
CI	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>SO4.1 Understanding functions of PHP</p> <p>SO4.2 Learn variable scope</p> <p>SO4.3 Learn string handling operations.</p> <p>SO4.4 Learn Accessing Data from regular expressions.</p> <p>SO4.5 Understand working of client side and server side of PHP.</p>	<p>1 Create a web form using php for login page.</p> <p>2 Create a simple xml document with following details: Rollno, Sname, Contact, Email& Address.</p> <p>3 Write a simple PHP script to perform crud operations.</p> <p>4 Create a web form using php for enquiry details.</p>	<p>Unit-4:Introduction to JavaScript</p> <p>4.1 Nature of JavaScript.</p> <p>4.2 Script Writing Basics, Enhancing HTML Documents with JavaScript, The Building Blocks.</p> <p>4.3 Introduction to JavaScript, JavaScript Engines.</p> <p>4.4 Variables & Operators, Variable Mutation, Basic Operators, Operator Precedence,</p> <p>4.5 JavaScript Types, Types Definition, Types in JavaScript, Objects,</p> <p>4.6 Type Conversion and Coercion, Static vs Dynamic Type Checking.</p> <p>4.7 JavaScript Conditionals: Introduction to Conditionals,</p> <p>4.8 Conditionals in JavaScript, Ternary Operators and Conditionals Ladders & Switch Statement.</p> <p>4.9 JavaScript Conditionals: Introduction to Arrays, Declaring and Mutating Arrays, Array Method and Properties, Replication with Array Methods, Multi-dimensional Arrays.</p>	<p>i. Learn Accessing Data from regular expressions</p> <p>ii. Learn PHP and Javascript</p>

SW-4 Suggested Sessional Work (SW):

a. Assignments:

- i. Write down the features of PHP.
- ii. Explain client side and server side of PHP.

CO5: Develop skills to generate Static and dynamic application designing, Google form designing.

Approximate Hours



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Item	AppXHrs
CI	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>SO5.1 Learn Static and dynamic application designing.</p> <p>SO5.2 Implementing session and cookies.</p> <p>SO5.3 Learn file and directory open, close etc operations.</p> <p>SO5.4 Implementing template customization and develop dynamic applications</p> <p>SO5.5 Learn file handling with PHP.</p>	<p>1. Customize a template using PHP</p> <p>2. Create a MySQL data base and connect with PHP.</p> <p>3. Write PHP script for storing and retrieving user information from my SQL table.</p> <p>4. Write a HTML page which takes Name, Address, Email and Mobile number from user (register PHP).</p> <p>5. Store this data in MySQL data base.</p> <p>6. Next page displays all user in HTML table using PHP (display PHP).</p> <p>7. Write a PHP program to print first ten Fibonacci numbers.</p>	<p>Unit-5: Different Statements of JavaScript</p> <p>5.1 Introduction to Loops, Loops in JavaScript,</p> <p>5.2 While and Do/ While Loops, For Loops, Break and Continue in Loops, Iterating Arrays, Iterating Objects.</p> <p>5.3 JavaScript Functions: Introduction to Functions, Functions in JavaScript,</p> <p>5.4 Nested Functions in JavaScript, Arrow Functions in JavaScript,</p> <p>5.5 Function as an Argument, Function as the Returned Object.</p> <p>5.6 JavaScript Scope: Scope Introduction, Scope in JavaScript, Lexical Scope, Module Scope.</p> <p>5.7 Method of Adding Interactivity to a WebPage, Creating Dynamic Web Pages; Concept of JavaScripting the Forms.</p> <p>5.8 JavaScripting the Forms, Basic Script Construction, Talking to the Form Objects, Organizing the Objects and Scripts,</p> <p>5.9 Field- Level Validation, Check Required Fields like Validating Zip Code, Automated Formatting, Format Phone, Format Money, automatic Calculation, Calculate Expire Date, Calculate Amount etc.</p>	<p>1. Learn PHP as server side scripting.</p> <p>2. Use PHP to connect any database.</p>

SW-5 Suggested Sessional Work (SW):

a. Assignments

- i. Write a PHP program to print first ten Fibonacci numbers.
- ii. Create HTML page with javascript which takes integer number as an input and tells whether the number is divisible by 4 or not.

Brief of Hours suggested for the Course Outcome



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Course Outcomes	Class Lecture (CI)	Laboratory Instruction (LI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1: Have knowledge of HTML, its essential tags, Attributes, Text styles, Links to External Documents and different sections of a HTML page.	9	03	2	1	15
CO2: Develop skills to generate HTML and CSS page and have knowledge of Java Script assisted style sheets (JSSS).	9	03	2	1	15
CO3:Have knowledge of PHP, PHP Syntax, Comments, Variables and Constants, Embedding PHP in HTML pre-defined and used defined.	9	03	2	1	15
CO4 : Have knowledge of functions of PHP Fundamentals of PHP.	9	03	2	1	15
CO5 : Develop skills to generate Static and dynamic application designing, Google form designing, file handling of PHP	9	03	2	1	15
Total Hours	45	15	10	5	75

Suggestion for End Semester Assessment

Suggested Specification Table(ForESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Basics of Internet and Web	02	01	02	05
CO-2	Introduction to CSS	02	06	02	10
CO-3	CSS and Box Model	03	07	03	13
CO-4	Introduction to JavaScript	02	10	03	15
CO-5	Different Statements of JavaScript	03	02	02	07
Total		12	26	12	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Web Technology will be held with written examination of 50 marks.

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:



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1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Role-play
6. Visit to cement plant
7. Demonstration
8. ICTBasedTeachingLearning(VideoDemonstration/TutorialsCBT ,Blog,Facebook, Twitter,WhatsApp,Mobile,Onlinesources)
9. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition &Year
1	Beginning PHP5, Apache, and MySQL Web Development	Elizabeth Naramore, Jason Gerner, Yann Le Scouarnec, Jeremy Stolz	Glass Wrox Publication	2005
2	Beginning HTML, XHTML, CSS, and JavaScript 2010	Jon Duckett	Wiley Publishing	2010
3	Web Technologies, Black Book, Dream Tech Press 2010	Kogent	Learning Solutions Inc Dream Tech Press	2010
4	HTML, XHTML and CSS Bible	Bryan Pfaffenberger, Steven M. Schafer, Chuck White	John Wiley & Sons	2004

Curriculum Development Team

Dr. Pushpa Soni, Department of Arts.

CO-PO-PSO Mapping



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PO NO .	PO 1	PO 2	PO 3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO11	PO 12	PSO1	PSO 2	PSO 3
Program Outcomes	Engineering knowledge	Problem Analysis	Design/development of solutions	Conduct studies of difficult problems	Utilization of modern tools	Engineers and society	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Being able to comprehend and put knowledge of software application analysis design	Apply knowledge and skills for computer practice while	The capacity to work with cutting-edge computing systems
CO 1	2	2	3	3	3	1	1	3	1	1	1	3	2	2	3
CO 2	1	3	2	3	2	2	2	2	1	1	1	3	3	2	2
CO 3	2	2	2	3	3	2	1	2	1	1	1	3	2	2	3
CO 4	1	2	3	2	3	2	1	3	1	2	1	3	3	2	2
CO 5	1	2	2	2	3	2	1	3	1	1	1	3	3	2	2



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Course Curriculum Map

Pos& PSOs /*- No.	Cos No.& Titles	SOs No.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 1. Have knowledge of HTML, its essential tags, Attributes, Text styles, Links to External Documents and different sections of a HTML page.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	LI:1.1 LI:1.2 LI:1.3	Unit-1: Basics of Internet and Web 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO 2. Develop skills to generate HTML and CSS page and have knowledge of Java Script assisted style sheets.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5	LI:2.1 LI:2.2 LI:2.3 LI:2.4	Unit-2: Introduction to CSS 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO 3. Have knowledge of CSS, CSS Syntax, Comments, Level of CSS, Embedding HTML in CSS, JavaScript pre-defined and used defined.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5	LI:3.1 LI:3.2 LI:3.3 LI:3.4 LI:3.5 LI:3.6 LI:3.7 LI:3.8 LI:3.9 LI:3.10	Unit-3 : CSS and Box Model 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO 4. Have knowledge of functions of PHP Fundamentals of PHP.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO4:4.5	LI:4.1 LI:4.2 LI:4.3 LI:4.4	Introduction to JavaScript 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO 5. Develop skills to generate Static and dynamic application designing, Google form designing.	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5	LI:5.1 LI:5.2 LI:5.3 LI:5.4 LI:5.5 LI:5.6 LI:5.7	Unit5:Different Statements of JavaScript 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9	



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Curriculum of B.A (Sociology) Program

(Revised as on 1.8.2023)

Semester-IV

Course Code: 01SO401

Course Title : Social Change and Development

Pre-requisite: Student should have basic knowledge of Social Change and Development

Rationale: Social change is inevitable; hence learning about human society is incomplete without comprehension of change. This paper is designed to give the student an extensive knowledge about social change and its overall impact on society.

Course Outcomes:

01SO401.1. this paper will introduce the students with the concept, various factors, processes and theories of social change.

01SO401.2. It will also give them knowledge about the concept of development and its consequences.

01SO401.3. the critical contributions would enable students to come out with understanding of policies and initiatives taken by the government, their implementation and resulting problems.

01SO401.4. Students, well versed with this course are most likely to get job opportunities in various departments of planning and development, in NGOs which work as agencies of change and development and research institutes which deal with project and planning."

01SO401.5. Learn about development programmes in India and also analyse its success and failures.



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Scheme of Studies:

Course	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
Program Core	01SO401	Social Change and Development	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
	01SO 401	Social Change and Development	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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01SO401.1:The Course will provide students with Explain the meaning and types of social change

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept of Social Change SO1.2 Understand the Concept of Forms of Social Change SO1.3 Understand the concept Revolution SO1.4 Understand the concept Progress SO1.5 Understand the concept Theories of Social Change		Unit 1 Social Change in India 1.1 Concept of Social Change, 1.2 Meaning, 1.3 Definition, 1.4 Impotence 1.5 Forms of Social Change 1.6 .Evolution 1.7 Revolution 1.8 Progress 1.9 Development 1.10 Theories of Social Change 1.11 Evolutionary Theories 1.12 Conflict Theories 1.13 Cyclical Theories 1.14 Functionalist Theories 1.15 Impact of Colonialism and Independence Movement 1.16 Industrialization and Urbanization 1.17 Caste System and Social Reforms 1.18 Women's Rights and Gender Equality	

01SO401.2:- Understand the process of social change

Approximate Hours

Item	App. Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Out comes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Processes of Social Change SO2.2 Understanding about the Modernization SO2.3 Understanding about the Favourable Conditions in westernization	.	Unit II Processes of Social Change 2.1 Sanskritization 2.2 Westernization 2.3 Favourable Conditions in Sanskritization 2.4 Favourable Conditions in westernization 2.5 Industrialization, 2.6 Urbanization	



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<p>SO2.4 Understanding the concept Privatisation, Globalisation and information Revaluation SO2.5 Understanding about the Role of Social Movements in Social Change</p>		<p>2.7 Modernization 2.8 Effect on Indian Society 2.9 Effect on Indian Institutions 2.10 Liberalisation, 2.11 Privatisation, 2.12 Globalisation information Revaluation 2.13 Effects on Indian Society 2.14 Social Movement 2.15 Role of Social Movements in Social Change 2.16 Modernization and Technological Innovation 2.17 Urbanization and Migration 2.18 Industrialization and Economic Development</p>	
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01SO401.3: Explain human development, social development sustainable development

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of Social Development SO3.2 Practical problem related Indicators of Social Development SO3.3 Understanding the Social Agencies of Social Development SO3.4 Understanding about Sustainable Development SO3.5 Understanding about Goals of Sustainable Development</p>	.	<p>Unit –III Social Development in India 3.1 Social Development 3.2 Indicators of Social Development 3.3 Agencies of Social Development, 3.4 State 3.5 Non Governmental 3.6 Agencies 3.7 Market 3.8 Changing Conceptions of Development 3.9 Change in Traditions 3.10 Consumerism 3.11 Consumerist society 3.12 Sustainable Development 3.13 Elements of Sustainable Development 3.14 Indicators of Sustainable Development 3.15 Goals of Sustainable Development 3.16 Poverty Alleviation and Economic Inclusion 3.17 Education Reforms and Universal Literacy 3.18 Health and Nutrition Programs</p>	

01SO401.4: Learn about development issues of ecology and environment



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Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Challenges of Development in Indian Society SO4.2 Preparation of Environmental problems SO4.3 Knowledge about the Indian Experience of Development SO4.4 Knowledge about the Concept of Planning SO4.5 Knowledge about Sociological Appraisal of Five Year Plans	.	Unit -IV Challenges of Development in Indian Society 4.1 Socio-cultural 4.2 Economic Challenges 4.3 Development and 4.4 Environmental problem 4.5 Indian Experience of Development- 4.6 Sarwodaya 4.7 Bhoodan 4.8 Chitrakoot model 4.9 White Revaluation 4.10 Planning 4.11 Concept of Planning 4.12 Types of planning 4.13 Techniques of planning 4.14 Five Year Plans in India 4.15 Sociological Appraisal of Five Year Plans 4.16 Poverty and Income Inequality 4.17 Unemployment and Underemployment 4.18 Regional Disparities in Development	

01SO401.5: Learn about development programmes in India and also analyse its success and failures.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes	(LI)	Class room Instruction	(SL)
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(SOs)	(CI)
<p>SO5.1 Understand about the Social Policy</p> <p>SO5.2 Preparation of Community Development Programme</p> <p>SO5.3 Preparation of Objectives Contribution of Community Development</p> <p>SO5.4 Understanding about NITI AYOOG</p>	<p>Unit 5 Social Policy</p> <p>5.1 Concept, 5.2 Need 5.3 Social Policy 5.4 Development 5.5 Community Development Programme 5.6 Concept, 5.7 Objective 5.8 Implementation of Programme 5.9 Monitoring, 5.10 Evaluation 5.11 Contribution of Community Development 5.12 Programmes in Social Development of in India 5.13 NITI AYOOG, 5.14 Structure, 5.15 Functions 5.16 Welfare State and Social Security Programs 5.17 Health Policy and Public Healthcare Systems 5.18 Education Policy and Access to Education</p>

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
01SO401.1: The Course will provide students with Explain meaning and types of social change	18	02	01	21
01SO401.2: Understand the process of social change	18	02	01	21
01SO401.3: Explain human development, social development sustainable development.	18	02	01	21
01SO401.4: Learn about development issues of ecology and environment	18	02	01	21
01SO401.5: Learn about development programmers in India and also analyze its success and failures.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment



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Suggested Specification Table (ForESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
01SO401-1	Unit-1 Social Change in India	01	01	03	05
01SO401-2	Unit-2 Social Development in India	01	01	03	05
01SO401-3	Unit-3: Social Development in India	-	03	10	13
01SO401-4	Unit-4: Challenges of Development in Indian Society	-	03	10	13
01SO401-5	Unit5: Social Policy	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Social Change and Development will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S.No.	Title	Author	Publisher	Edition & Year
1	contemporary Sociology: An Introduction to Concept and Theories	Abraham, M. Francis	Oxford University Press New Delhi	Revised edition edition 2010
2	The Sociology of Modernization & Development	Harrison, D.	Sage Publication, New Delhi	Revised edition edition 1989
3	Theory of Culture Change,	Julian H. Steward	University of Illinois press, Umrbanda	Revised edition edition 1965
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna .			

Curriculum Development Team:



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1. Dr. PushpaSoni, Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. UshaDwivedi , Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr. Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO 1	PO 2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PS O2	PSO3
Program Out comes	The students acquire knowledge in the field of social	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and	To Provide the students to understand various culture religion and society in present
01S O40 1.1	3	3	3	2	2	2	1	2	3	3	3	3	3	2	3
01S O40 1.2	3	2	3	2	2	2	1	2	2	2	2	3	2	2	2
01S O40 1.3	2	3	2	2	1	2	1	1	2	2	2	2	3	3	2
01S O40 1.4	3	2	2	2	2	2	1	2	1	2	1	2	3	2	3
01S O40 1.5	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map



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Pos& PSOs -No.	COsNo. &Titles	Sos No.	Laboratory Instruction (L)	Classroom Instructio n(CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8 ,9,10,11,12 PSO:1,2,3	01SO401.1: The Course will provide students with Explain the meaning and types of social change	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Social Change in India 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9,1.10,1.11,1.12,1.13,1.14,1. 15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	01SO401.2: Understand the process of social change	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Social Development in India 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2. 9,2.10,2.11,2.12,2.13,2.14,2.15, 2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	01SO401.3: Explain human development, social development sustainable development.	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Social Development in India 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3. 9,3.10,3.11,3.12,3.13,3.14,3.15, 3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	01SO401.4: Learn about development issues of ecology and environment	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Challenges of Development in Indian Society 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8, 4.9,4.10,4.11,4.12,4.13,4.14,4. 15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9 ,11,12 PSO: 1,2,3	01SO401.5: Learn about development programmers in India and also analyze its success and failures.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Social Policy 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5. 9,5.10,5.11,5.12,5.13,5.14,5.15, 5.16,5.17,5.18	



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Curriculum of B.A All Program

(Revised as on 01.08.2023)

Course Code: 1CA401

Course Title: Introduction to ASP.NET& C#

Pre-requisite: Student should have a basic understanding of Fundamental of Computer.

Course Outcome:

CO 1: To learn fundamentals of .Net framework.

CO 2: To enrich knowledge about Windows Forms, Controls and ASP.NET based applications.

CO3: To gain proficiency in C# by building stand-alone applications in the .NET framework using C#.

CO 4: To build data-driven applications using the .NET Framework, C#, and ADO.NET

CO 5: To acquire skills to create web-based applications and Reports using .net technologies

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	1CA401	Introduction to ASP.NET& C#	4	2	1	1	10	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)



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SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment(Marks)							End Semester Assessment (ESA)	Total Marks (PRA+ESA)
			Progressive Assessment(PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	ICA401	Introduction to ASP.NET & C#	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO 1: To learn fundamentals of .Net framework.

Item	AppXHrs
CI	12
LI	12
SW	1
SL	1
Total	26



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Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO1.1 Understanding about the .NET Framework Fundamentals.	LI 1. WAP to print Hello World.	Unit-1.0 Introduction to .Net	
SO1.2 Understanding about the .NET architecture.	LI 2. C# basics, covering data types, variables, and constants.	1.1 Introduction to .NET Framework 1.2 Programming Platform .NET Framework, 1.3 .NET Architecture,	
SO1.3 Understanding about the CLR, JIT compiler, garbage collection and framework class library.	LI 3. WAP to find addition of two number.	1.4 CLR, the Just-in-Time Compiler, 1.5 Garbage collection. .NET 1.6 Framework class library.	
SO1.4 Understanding about the basics and console application in C#.	LI 1.4 Write a Program, create a simple console application in C# ,learning of consecrating basic building blocks of a console application.	1.7 C# - The Basics and Console Applications in C# 1.8 Introduction to C#.NET Development Environment, 1.9 Visual development & event driven Programming Methods and events.	
SO1.5 Use of data type, type conversion, variable, constant, operators, decision making, loops, class, object, methods, array and string manipulation.	LI1.5 Write a Program for table lists the differences between Array and ArrayList in C#.	1.10 Data type, type conversion. Variables, constants, operators, 1.11 Decision making, Loops, 1.12 Class, Object, Methods. Arrays, String manipulation.	
	LI 1.6 Write a Program to combine two arrays without duplicate values in C# using the Union () method.		

SW-1 Suggested Sessional Work (SW):

CO 2:To enrich knowledge about Windows Forms, Controls and ASP.NET based applications.

Item	AppXHrs
CI	12
LI	12
SW	1
SL	1
Total	26



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Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
<p>SO2.1 Understand about the concepts of OOPS.</p> <p>SO2.2 Use of library and user define classes.</p> <p>SO2.3 Understanding about the constructors and instance variables.</p> <p>SO2.4 Understand about the preprocessor directives and exceptional handling.</p> <p>SO2.5 Understand about the delegates in C#.</p> <p>SO2.6 Use of window forms and controls.</p> <p>SO2.7 Use of window forms properties and events.</p> <p>SO2.8 Use of menus, dialogs and tooltips.</p>	<p>LI 2.1 Write a Program to remove duplicate values from an array in C# in order to get distinct values.</p> <p>LI 2.2 Write a Program to count the total number of elements or some specific elements in the array using an extension method Count() method.</p> <p>LI 2.3 Write a Program to get a comma-separated string from an array using StrinaJoin() method.</p> <p>LI 2.4 Write a Program to sort a one-dimensional array in two ways using Array.Sort() method and LINO query.</p>	<p>Unit-2.0 Overview of OOPS</p> <p>2.1 Overview of OOPS</p> <p>2.2 Encapsulation, inheritance, polymorphism, abstraction. Operator overloading.</p> <p>2.3 Creating and using Class Library, User-Defined Classes.</p> <p>2.5 Understanding Constructors and instance Variables,</p> <p>2.6 Handling and Using Interfaces.</p> <p>2.7 Preprocessor directives, Exception handling,</p> <p>2.8 Understanding Delegates in C#.</p> <p>2.9 Windows Forms and Controls</p> <p>2.10 The Windows Forms Model, Creating Windows Forms</p> <p>2.11 Windows Forms Properties and Events,</p> <p>2.12 Windows Form Controls, Menus - Dialogs — ToolTips.</p>	<p>1. Use of array for develop program.</p> <p>2. Create program in C use of function.</p>

SW-1 Suggested Sessional Work (SW):

CO3: To gain proficiency in C# by building stand-alone applications in the .NET framework using C#.

Item	AppXHrs
CI	12
LI	12
SW	1
SL	1
Total	26



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SW-1 Suggested Sessional Work (SW)

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
<p>SO3.1 Understand about the ASP.NET.</p> <p>SO3.2 Understand about the ASP.NET life cycle.</p> <p>SO3.3 Use of controls on the page.</p> <p>SO3.4 Use of application web servers and installation of IIS.</p> <p>SO3.5 Understand about web form controls, server controls and client controls.</p>	<p>LI 3.1 Write a Program to table lists, differentiate between Array and Array List in C#.</p> <p>LI 3.2 Write a Program to obtain two numbers from the user and display them but reject any input where both numbers are greater than 10 and ask for two new numbers.</p> <p>LI 3.3 Write a console application to obtain four int values from the user and display the product.</p> <p>LI 3.4 Write an application that receives the following information from a set of students: Student Id: Student Name: Course Name: Date of Birth: The application should also display the information of all the students once the data has been entered. Implement this using an Array of Structures.</p> <p>3.5 WAP to create login form.</p> <p>3.6 WAP to create registration form.</p>	<p>Unit-3.0 Introduction to ASP.Net</p> <p>3.1 Introduction to ASP.NET</p> <p>3.2 Overview of ASP.NET framework,</p> <p>3.3 Application ASP.NET Life Cycle,</p> <p>3.4 page life cycle phases,</p> <p>3.5 Initialization, Instantiation of the controls on the page,</p> <p>3.6 Restoration and maintenance of the state.</p> <p>3.7 Understanding ASP.NET Controls,</p> <p>3.8 Applications Web servers,</p> <p>3.9 Installation of IIS.</p> <p>3.10 Web forms,</p> <p>3.11 Web form controls, server controls,</p> <p>3.12 client controls, web forms & HTML.</p>	

CO 4: To build data-driven applications using the .NET Framework, C#, and ADO.NET

Item	AppXHrs
CI	12
LI	12
SW	1
SL	1
Total	26



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Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (S L)
<p>SO4.1 Understand about the web form.</p> <p>SO4.2 Use of controls of ASP.NET.</p> <p>SO4.3 Understanding about the creating web project.</p> <p>SO4.4 Understanding about the event handling.</p> <p>SO4.5 Use of validation controls.</p>	<p>LI 4.1 Write programs using conditional statements and loops: Generate Fibonacci series.</p> <p>LI 4.2 Write programs using conditional statements and loops: Generate various patterns (triangles, diamond and other patterns) with numbers.</p> <p>LI 4.3 Write programs using conditional statements and loops: Test for prime numbers.</p> <p>LI 4.4 Write a program using function overloading to swap two integer numbers and swap two float numbers.</p> <p>LI 4.5 WAP to find the factorial of given number.</p> <p>LI 4.6 WAP to find the positive, negative or zero number.</p>	<p>Unit-4.0 Controls of ASP.NET</p> <p>4.1 Programming in ASP.NET, 4.2 Adding controls to a web form Buttons, Text Box.</p> <p>4.3 Labels, Checkbox.</p> <p>4.4 Radio Buttons, List Box etc.</p> <p>4.5 States of ASP.NET View State, Control State, Session State, Application State.</p> <p>4.6 Creating a multiform web project, running a web Application,</p> <p>4.7 Event Handling- Application and Session Events, 4.8 Page and Control Events.</p> <p>4.9 Validation controls RequiredFieldvalidates,</p> <p>4.10 Range Validator,</p> <p>4.11 Compare Validator Regular Expression Validator,</p> <p>4.12 Custom Validator, Validation Summary</p>	

SW-1 Suggested Sessional Work (SW):

CO 5:To acquire skills to create web-based applications and Reports using .net technologies

Item	AppXHrs
CI	12
LI	12
SW	1
SL	1
Total	26



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Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
<p>SO5.1 Understand about database.</p> <p>SO5.2 Understand about architecture of ADO.NET.</p> <p>SO5.3 Use of connection using ADO.NET.</p> <p>SO5.4 Understand about connection class, command class, data adapter class and dataset class.</p> <p>SO5.5 Understand about database accessing on web application.</p> <p>SO5.6 use of data grid..</p> <p>SO5.7 Learn about display data on web form using data bound controls.</p>	<p>LI 5.1. Write a program to declare a class "staff" having data of the members such as name and post. Accept this data for atleast for 5 staff members and display the names of "staff" who are HOD.</p> <p>LI 5.2 Define a class, having "salary" of members displaying variables such as Basic, DA, HRA. Write a program using Constructor with default values for DA and HRA and calculate the salary of employees.</p> <p>LI 5.3 Create a project that computes the total of fat, carbohydrate and protein. Allow the user to enter into the text boxes, the grams of fat, grams of carbohydrate and grams of protein assuming that each gram of fat is 9 calories and protein / carbohydrate is 4 calories. Display the total calories of the food item in a label. Use other labels to display the accumulated sum of calories and the count of items entered. The food form should have 3 text boxes for the user to enter the grams of each category. Include labels next to each text box indicating what the user has entered.</p> <p>LI 5.4 Design the same webpages for BMS, BAF and UG students and apply the same background color for all the pages using css.</p> <p>LI 5.5 WAP to create login form with database.</p> <p>LI 5.6 WAP to create registration form with database.</p>	<p>Unit-5.0 DATABASE</p> <p>5.1 Database connectivity in ASP.NET</p> <p>5.2 Architecture of ADO.NET, 5.3 Connected and Disconnected Database.</p> <p>5.4 Create Connection using ADO.NET Object Model,</p> <p>5.5 Connection Class, Command Class,</p> <p>5.6 Data Adapter Class, and Dataset Class.</p> <p>5.7 Display data on data bound Controls and Data Grid.</p> <p>5.8 Database Accessing on web applications</p> <p>5.9 Data Binding concept with web,</p> <p>5.10 Creating data grid,</p> <p>5.11 Binding standard web server controls.</p> <p>5.12 Display data on web form using Data bound controls.</p>	

SW-1 Suggested Sessional Work (SW):

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Laboratory Instruction (LI)	Sessional Work (SW)	Self Learning (SL)	Total hour (CI + SW + SL)
CO 1: To learn fundamentals of .Net framework.	12	06	01	01	20
CO 2: To enrich knowledge about Windows Forms, Controls and ASP.NET based applications.	12	06	01	01	20



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CO3: To gain proficiency in C# by building stand-alone applications in the .NET framework using C#.	12	06	01	01	20
CO 4: To build data-driven applications using the .NET Framework, C#, and ADO.NET	12	06	01	01	20
CO 5: To acquire skills to create web-based applications and Reports using .net technologies	12	06	01	01	20
Total Hours	60	30	05	05	100

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO.1	Introduction to .NET	03	04	03	10
CO.2	Overview of OOPS	05	03	02	10
CO.3	Introduction to ASP.NET	05	02	03	10
CO.4	Controls of ASP.NET	04	04	02	10
CO.5	DATABASE	03	05	2	10
Total		20	15	15	50

Legend: R:Remember, U:Understand, A:Apply

The end of semester assessment for Introduction to Introduction to ASP.NET & C# will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.

Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Role Play
6. Visit to IT Industry.
7. Demonstration
8. ICTBasedTeachingLearning(VideoDemonstration/TutorialsCBT,Blog,Facebook, Twitter,Whats App, Mobile, Online sources)
9. Brainstorming

Suggested Learning Resources:

1. ASP.Net 3.5 Black Book (Covers C# and VB 2008 Codes) – Dream Tech Publication
2. The Complete Reference ASP.Net By Mathew Macdonald – TMH
3. Kothari Nikhil and DatyeVandana, Developing ASP .NET Server Controls and Components, Tata McGraw Hill, 2003.
4. Esposito Dino, Applied XML Programming for Microsoft .NET, Tata McGraw Hill, 2003.
5. C# Using .Net Framework by Lalit Arora, Anjali Arora.
6. .NET 5 for Beginners: A Step-by-Step Guide to Learn .NET 5 and C#” by Matt R. Cole
7. Learn .NET 5.0: Build modern desktop, cloud, and web applications” by Arnaud Weil
8. C# in Depth, Fourth Edition” by Jon Skeet
9. Programming C# 8.0: Build Cloud, Web, and Desktop Applications” by Ian Griffiths
10. NET Core in Action” by Dustin Metzger and Jim Wooley

Curriculum Development Team

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CO-PO-PSO Mapping

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Use and apply current technical concepts and practices in the core computer applications.	Identify computer application related problems, analyze them and design the system or provide the solution	Work and communicate effectively in interdisciplinary environment, either independently or in team, and
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	2	2
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	2	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	2	3	2
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	2	3



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Course Curriculum Map

Pos& PSOs /#- No.	Cos No. &Titles	SOs No.	Laboratory Instruction(LI)	Classroom Instruction(C I)	Self Learning(SL)
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 1: To learn fundamentals of .Net framework.	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5	LI:1.1 LI:1.2 LI:1.3 LI:1.4 LI:1.5 LI:1.6	Unit-1: Introduction to .Net 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9,1.10,1.11,1.12	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	CO 2: To enrich knowledge about Windows Forms, Controls and ASP.NET based applications.	SO1:2.1 SO2:2.2 SO3:2.3 SO4:2.4 SO5:2.5 SO6:2.6 SO7:2.7 SO8:2.8	LI:2.1 LI:2.2 LI:2.3 LI:2.4	Unit-2:Overview of OOPs 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8, 2.9,2.10,2.11,1.12	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	CO3: To gain proficiency in C# by building stand-alone applications in the .NET framework using C#.	SO1:3.1 SO2:3.2 SO3:3.3 SO4:3.4 SO5:3.5	LI:3.1 LI:3.2 LI:3.3 LI:3.4 LI:3.5 LI:3.6	Unit-3 :Introduction to ASP.Net 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8, 3.9,3.10,3.11,1.12	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	CO 4: To build data-driven applications using the .NET Framework, C#, and ADO.NET	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4 SO5:4.5	LI:4.1 LI:4.2 LI:4.3 LI:4.4 LI:4.5 LI:4.6	Unit-4:Controls of ASP.Net 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4 .8,4.9,4.10,4.11,4 .12	
PO: 1,2,3,4,5, 6,7,8,9,10 ,11,12 PSO: 1,2,3	CO 5: To acquire skills to create web-based applications and Reports using.net technologies	SO1:5.1 SO2:5.2 SO3:5.3 SO4:5.4 SO5:5.5 SO6:5.6 SO7:5.7	LI:5.1 LI:5.2 LI:5.3	Unit5:Database 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5 .8,5.9,5.10,5.11,1.12	



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Curriculum of B.A. Program

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Semester-4th

Course Code: Core- 1EC401

Course Title : Money, Banking and public finance

Pre-requisite: Certificate course with economics as major subject

Rationale: To provide the knowledge about consumer behavior regarding Market and Production

Course Outcomes:

CO1. Understand the concept of money and various approaches related to money.

CO2. Concept of inflation, deflation and stagflation

CO3. Know the working of money market, banking and financial system

CO4. Learn the nature, scope and importance of public finance

CO5. Know the various theories of public finance

Scheme of Studies:

Course	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
	1EC401	Monetary Economics and Banking	6	0	0	0	6	6

Legend: **CI:**Classroom Instruction(Includes different instructional strategies i.e.Lecture(L)and Tutorial (T)and others),
LI:Laboratory Instruction(Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW:Sessional Work (includes assignment, seminar, mini project etc.),
SL:Self Learning,
C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment:
Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
1EC 401	Money, Banking and public finance	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1 Understand the concept of money and various approaches related to money.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Out comes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Importance of Money SO1.2 Understand the High Powered Money SO1.3 Understand the Plastic Money SO1.4 Preparation of Factors Affecting Money Supply SO1.5 Preparation of Main Components		Unit-1.0 Function of Money 1.1 Money Definition, 1.2 Functions of money 1.3 Classification of money 1.4 Types of money 1.5 Importance of money 1.6 Merits of money 1.7 Demerits of money 1.8 Value of Money 1.9 Quantitative Theory of Money 1.10 Cash Transaction Approach, 1.11 Cash Balance Approach	



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of Money Supply		1.12 Keynesian Approach theory 1.13 Quantitative Theory of Milton Freidman 1.14 Main Components of Money Supply 1.15 High Powered Money 1.16. Concept of Money Multiplier 1.17 Factors Affecting Money Supply 1.18. Plastic Money	
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CO2 Concept of inflation, deflation and stagflation

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Understand the Bank- Definition and Types SO2.2 Preparation of Functions of Commercial Banks SO2.3 Understanding the Process of Credit Creation by Commercial Banks SO2.4 Understanding about Introduction of Internet Banking and Retail Banking SO2.5 Preparation of Functions of Central Bank	.	Unit 2.0. Banking system 2.1 definition of Bank 2.2 Types of Bank 2.3 Use of Bank 2.4 Function of Bank 2.5 Tools of Bank 2.6 Meaning of Commercial Banks 2.7 Use of Commercial Banks 2.8 Functions of Commercial Banks 2.9 Process of Credit Creation by Commercial Banks 2.10 Introduction Bank 2.11 Internet Banking 2.12 Retail Banking 2.13 meaning of Central Bank 2.14 Importance of Central Bank 2.15. Functions of Central Bank 2.16. Credit Control by Central Bank- 2.17 Quantitative and Qualitative Methods 2.18 use of Central Bank	

CO3 Know the working of money market, banking and financial system

Approximate Hours

Item	Appx Hours
CI	23
LI	0
SW	01
SL	01
Total	25



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Session Out comes (SOs)	(L)	Class room Instruction (CI)	(SL)
SO3.1 Understand the Nature and Scope SO3.2 Understand Public Finance Meaning SO3.3 Understanding the Public Goods SO3.4 Understanding about Private Goods SO3.5 Preparation of Principles of Public Expenditure	.	Unit-3 :Introduction of public finance 3.1 meaning of Public Finance 3.2 Nature and Scope Public Finance 3.3 Importance of Public Finance 3.4 Definition of Public Finance 3.5 Types of Public Finance 3.6 Distinction between Private and Public Finance 3.7 Theory public goods 3.8 Theory of Private Goods 3.9 Theory of Merit Goods 3.10Market Failures and Role of State 3.11Principle of Maximum Social Advantage 3.12Meaning of Public Expenditure 3.13Classification of Public Expenditure 3.14Principles of Public Expenditure 3.15Wagner Hypothesis theory 3.16Peacock theory 3.17Wiseman Approach theory 3.18Causes and Effects of Increasing Public Expenditure 3.19Public Expenditure in India 3.20Prices and Taxes 3.21Shanti Parv of-Book. XII of Mahabharata. 3.22Concept of Public Goods 3.23Taxes as per Kautilya	

CO4 Learn the nature, scope and importance of public finance

Approximate Hours

Item	Appx Hours
CI	16
LI	0
SW	01
SL	01
Total	18

Session Outcomes (SOs)	(L)	Class room Instruction (CI)	(SL)
SO4.1 Understand the Sources of Public Revenue SO4.2 Understand Taxation-Meaning SO4.3 Understanding Canons and Classification of Taxes SO4.4 Understanding about GST-An Introduction SO4.5 Preparation of Effects of Taxation	.	Unit-4. Public revenue 4.1. Sources of Public Revenue 4.2 meaning of Public Revenue 4.3 types of Public Revenue 4.4 importance of Public Revenue 4.5 concept of Public Revenue 4.6 Taxation-Meaning 4.7 Canons and Classification of Taxes 4.8 impact of Tax Shifting 4.9 Incidence of Taxes and Tax Shifting 4.10 GST-An Introduction	



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	4.11 Taxable Capacity in India 4.12 Effects of Taxation 4.13 Characteristics of Indian Tax Structure 4.14 tools of Tax Structure 4.15 concept of GST system 4.16 system of GST	
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CO5 Know the various theories of public finance

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	02
SL	01
Total	18

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO5.1 Understanding about the Public Debt-Meaning SO5.2 Preparation of Effects of Public Debt SO5.3 Understanding about the Methods of Public Debt Redemption SO5.4 Understanding about the Deficit Financing SO5.5 Understanding about the Federal Finance in India		Unit-5 :Debt and financial administration 5.1 Public Debt-Meaning 5.2 Importance of Public Debt 5.3 Types of Public Debt- 5.4 Main concept of Public Debt 5.5 Use of Public Debt 5.6 Definition of Public Debt- 5.7. Effects of Public Debt 5.8. Methods of Public Debt Redemption 5.9. Public Debt in India 5.10 Deficit Financing 5.11 Federal Finance in India 5.12. Recommendations of Latest Finance Commission in India 5.13. Latest Budget of Centre and State 5.14. Grasp of Economic Policies of Statehood. 5.15. Public debt types and Sources	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO1. Understand the concept of money and various approaches related to money.	18	02	01	21
CO2. Concept of inflation, deflation and stagflation	18	01	01	20
CO3. Know the working of money market, banking and financial system Concept of inflation, deflation and stagflation	23	01	01	25
CO4. Learn the nature, scope and importance of public finance	16	01	01	18
CO5. Know the various theories of public finance	15	02	01	18
Total Hours	90	00	00	90



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Function of Money	01	01	03	05
CO-2	Banking system	01	01	03	05
CO-3	Introduction of public finance	-	03	10	13
CO-4	Public revenue	-	03	10	13
CO-5	Debt and financial administration	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply

The end of semester assessment for Money, Banking and public finance

Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment

Suggested Instructional/Implementation Strategies:

- (i) Improved Lecture
- (ii) Tutorial
- (iii) Case Method
- (iv) Group Discussion
- (v) Brainstorming
- (vi) Improved Lecture
- (vii) Tutorial
- (viii) Case Method
- (ix) Group Discussion
- (x) Brainstorming

Suggested Learning Resources:

1. Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Money, Banking and public finance	Vaish M.C.	New Delhi	Revised edition 21 edition 2020
2	Money, Banking and public finance	Mithani D.M.	Publishing house mumbai	
4	Lecture note provided by Prachisingh Dept. of Arts AKS University, Satna .			



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- 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor , Department of Arts

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B.A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian economy	Student will know about Consumer's behavior, Demand analysis, cardinal and ordinal utility. It may also provide the information to the student for elasticity of demand, price, income and cross elasticity of demand. Students will learn about the concepts of statistical methods	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade
CO1	3	3	2	2	2	2	1	1	3	2	3	3	2	3	3
CO2	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3
CO3	3	3	2	2	2	2	1	1	3	2	2	3	3	3	3
CO4	3	3	2	2	1	2	1	1	3	3	3	3	3	3	3
CO5	3	3	2	2	2	2	1	1	2	2	3	3	3	3	3



A K S University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA/ BA (Hon's) Program

(Revised as on 01 August 2023)

Course curriculum map

POs& PSO /*-No.	COsNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO:1,2,3	CO- 1 Understand the concept of money and various approaches related to money.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1.. Function of Money 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9,1.10,1.11,1.12,1.13,1.14,1. 15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3,	CO- 2 Concept of inflation, deflation and stagflation	SO2:1 SO2:2 SO2:3 SO2:4 SO2:5		Unit-2Banking system 2.1,2.2,2.3,2.4,2.5,2.6, 2.7,2.8,2.9,2.10,2.11,2.12,2.13, 2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3,	CO-3 Know the working of money market, banking and financial system Concept of inflation, deflation and stagflation	SO3:1 SO3:2 SO3:3 SO3:4 SO2:5		Unit 3 Introduction of public finance 3.1,3.2,3.3,3.4,3.5,3.6, 3.7,3.8, 3.9,3.10,3.11,3.12,3.13,3.14,3. 15,3.16,3.17,3.18,19,20,21,22, 23	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,2 PSO: 1,2,3,	CO-4: Learn the nature, scope and importance of public	SO4:1 SO4:2 SO4:3 SO4:4 SO2:5		Unit-4:: Public revenue 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4. 9,4.10,4.11,4.12,4.13,4.14,4.15, 4.16	
PO: 1,2,3,4,5,6, 7,8,9,10,11 ,12 PSO: 1,2,3,	CO-. Know the various theories of public finance 5	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		Unit 5 Debt and financial administration 1,5,2,5.3,5.4,5.5,5.6, 5.7, 5.8, 5.9,5.10,5.11,5.12,5.13,5.14,5.1 5	



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Curriculum of BA English Literature

(Revised as on 1.8.2023)

Semester-IV

Course Code: 01EN401

Course Title : STUDY OF FICTION

Pre- requisite: The study of fiction is a foundational understanding of literary analysis. This typically includes familiarity with basic literary elements such as plot, character, setting, theme, and narrative techniques.

Rationale: The study of fiction enhances empathy by allowing readers to experience diverse perspectives and emotions, fostering a deeper understanding of human experiences and social dynamics.

Course Outcomes:

01EN401.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.

01EN401.2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.

01EN401.3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.

01EN401.4. Examine the origins and development of detective

01EN401.5 Evaluate science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.

Scheme of Studies:

Course	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
CORE	01EN401	STUDY OF FICTION	4	02	0	0	6	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.



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Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT +AT)		
CORE	01EN 401	STUDY OF FICTION	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1.Demonstrate an understanding of the evolution of early fiction by analyzing the forms and characteristics of early fiction, its origins and development up to the medieval period.</p> <p>SO1.2.Explore the intersection of different genres within fiction, such as post-apocalyptic survival, historical romance, and supernatural mystery.</p> <p>SO1.3.Examine key texts, such as Daniel Defoe's "Robinson Crusoe," Samuel Richardson's "Pamela," and Jane Austen's "Pride and Prejudice," to analyze themes, narrative techniques, and the portrayal of gender and power dynamics.</p>		<p>Unit-I: Forms of Early Fiction</p> <p>1.1.Forms of Early Fiction</p> <p>1.2.Medieval Romance and the Birth of the Novel</p> <p>1.3. Fiction and its types</p> <p>1.4.Post-Apocalyptic Survival (Science Fiction/Dystopian Fiction)</p> <p>1.5.Historical Romance (Historical Fiction/Romance)</p> <p>1.6.Supernatural Mystery (Fantasy/Crime Fiction)</p> <p>1.7. Daniel Defoe: Robinson Crusoe</p> <p>1.8.Colonialism and Cultural Encounter</p> <p>1.9.Religious Themes and Spiritual Journey</p> <p>1.10. Samuel Richardson: Pamela</p> <p>1.11.The Epistolary Form and Narrative Technique in Pamela</p> <p>1.12.Gender and Power Dynamics in Pamela</p> <p>1.13. Jane Austen: Pride and Prejudice</p> <p>1.14. The Development of Elizabeth Bonnet and Mr. Darcy's Relationship</p> <p>1.15.Satire and Social Critique in "Pride and Prejudice"</p>	

CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1.Discuss the socio-political themes of the French Revolution depicted in the novel.</p> <p>SO2.2.Analyze the characters of Michael Hen chard and Susan Hen chard, exploring their development throughout the novel.</p> <p>SO2.3.Explore the socio-political themes addressed in "Middlemarch," such as gender roles, marriage, and class dynamics.</p>		<p>Unit- II: Victorian Fiction</p> <p>2.1. Charles Dickens: A Tale of Two Cities</p> <p>2.2.Social Injustice</p> <p>2.3.Character Analysis</p> <p>2.4.Themes of Resurrection</p> <p>2.5.Historical Context</p> <p>2.6. Thomas Hardy: The Mayor of Caster bridge</p> <p>2.7.Character Analysis</p> <p>2.8.Setting and Atmosphere</p> <p>2.9.Themes and Symbolism</p> <p>2.10.Narrative Structure and Style: Hardy's narrative techniques</p> <p>2.11. George Eliot: Middlemarch</p> <p>2.12.Character Development</p> <p>2.13.Socio-political Themes in "Middlemarch,"</p> <p>2.14.Narrative Structure of "Middlemarch,"</p> <p>2.15.Realism and Morality</p>	



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CO3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1. Analyze the theme of the Oedipal complex in "Sons and Lovers" by DH Lawrence, exploring how it shapes the protagonist's relationships and motivations. SO3.2. Discuss Lawrence's portrayal of the contrast between nature and industrialization in "Sons and Lovers," examining how this dichotomy reflects larger societal shifts and influences character development. SO3.3. Examine the theme of surveillance and government control in George Orwell's "1984," exploring how the novel reflects contemporary concerns about totalitarianism and the erosion of individual freedom.		Unit -III. Modern Fiction 3.1. DH Lawrence: Sons and Lovers 3.2. Oedipal Complex: theme of the Oedipal complex in "Sons and Lovers" 3.3. Nature vs. Industrialization: Lawrence's portrayal of the contrast 3.4. Sexuality and Intimacy: 3.5. Mother-Son Relationship: the complex dynamic between Paul Morel and his mother 3.6. Virginia Woolf Mrs. Dalloway 3.7. Character Analysis: complex characters in the novel, 3.8. Modernism and Stream of Consciousness 3.9. Society and Class: English society and class distinctions in the novel, 3.10. Time and Memory: novel's treatment of time and memory 3.11. George Orwell: 1984 3.12. Surveillance and Government Control 3.13. Totalitarianism and Thought Control 3.14. Individuality and Resistance: 3.15. Propaganda and Manipulation	

CO4. Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO4.1. Analyze the complex parent-child relationships depicted in Mary Shelley's "Frankenstein" and discuss their significance in understanding the characters and themes of the novel.</p> <p>SO4.2. Explore the theme of duality in RL Stevenson's "Dr. Jekyll and Mr. Hyde," focusing on how it reflects human nature and moral ambiguity.</p> <p>SO4.3. Examine the character analysis of Sherlock Holmes, Dr. John Watson, and other key characters in Arthur Conan Doyle's "The Hound of the Baskervilles," considering how their traits contribute to the development of the story's themes and symbolism.</p>		<p>Unit -IV. Detective Literature and Science-fiction</p> <p>4.1. Mary Shelley: Frankenstein</p> <p>4.2. The Creature's Humanity:</p> <p>4.3. Parent-Child Relationships: the complex parent-child relationships depicted in the novel</p> <p>4.4. Science and Ethics: the ethical implications of Victor Frankenstein's</p> <p>4.5. Gothic Elements in "Frankenstein"</p> <p>4.6. RL Stevenson: Dr. Jekyll and Mr. Hyde</p> <p>4.7. Dualism and Human Nature: the theme of duality in "Dr. Jekyll and Mr. Hyde"</p> <p>4.8. Morality and Ethics: raised by Dr. Jekyll's experimentation and Mr. Hyde's actions,</p> <p>4.9. Psychological Exploration aspects of the novel,</p> <p>4.10. Novel's impact on literature and popular culture</p> <p>4.11. Arthur Conan Doyle: The Hound of the Baskervilles</p> <p>4.12. Character Analysis: Sherlock Holmes, Dr. John Watson, Sir Henry Baskerville, and others.</p> <p>4.13. Themes and Symbolism:</p> <p>4.14. Setting and Atmosphere</p> <p>4.15. Authorial Influence: Arthur Conan Doyle's own interests and experiences</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.	15	01	01	20
CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.	15	01	01	20
CO3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.	15	01	01	20
CO4. Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.	15	01	01	20
	0	0	0	0
Total Hours	60	05	05	100



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Forms of Early Fiction	01	01	03	05
CO-2	Victorian Fiction	01	01	03	05
CO-3	Modern Fiction	-	03	10	13
CO-4	Detective Literature and Science-fiction	-	03	10	13
CO-5					
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Principles of Public Administration will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S.No.	Title	Author	Publisher	Edition & Year
1	Glossary of Literary Terms by	M. H. Abrams	(An American Literary Critic)	Revised edition 1994
2	A History of English Literature	T. Singh	Other India Press ,Delhi	Edition 1995
3	A History of English Literature	William J. Long	Five communication ,US	Revised edition 1993
Dr. Pushpa Soni Department of Arts , AKS University Satna				

Curriculum Development Team:

- 1-Mr. TarashankarShukla ,SSD
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- MrsPrachiSingh , Teaching Associate , Department of Arts
- 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 4-Dr. UshaDwivedi ,Assistant Professor, Department of Arts
- 5-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 6-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
- 8-Dr.Udaybhan Singh, Assistant Professor , Department of Arts



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various field related translation officers , teaching (Guide, archives , museums.	Students will develop an appreciation of how the formal elements of Language and Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs& PSO /*-No.	COsNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)
PO: 1,2,3,4,5 ,6,7,8,9, 10,11,12 PSO:1,2,3	CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. Forms of Early Fiction 1.1,1.2,1.3,1.4,1.5,1.6,1.7 ,1.8,1.9,1.10,1.11,1.12,1.13,1.14, 1.15,	As Mentio ned in Page no. —— to ——
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Victorian Fiction 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9, 2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 3: Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Modern Fiction 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3. 9,3.10,3.11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 Detective Literature and Science-fiction 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8 ,4.9,4.10,4.11,4.12, 4.13,4.14,4.15	



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AKS University

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Curriculum of BA HISTORY

(Revised as on 4.08.2023)

Semester-IV

Course Code:	01HI401
Course Title :	History of Modern India (From 1739 to 1947 AD)
Pre- requisite:	This course can be opted by any student who has passed 12th class.
Rationale:	'It's all about India's glorious past.

After Studying this paper, students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states .They also have a clear view of the political condition and major events during last phase of the British Rule in India and formation of Indian National Congress and able to prepare a short power point presentation of the Gandhi anera. Students will write a short biography of prominent leaders who sacrificed their everything for the country.

Course Outcomes:

The students will. Be able to

01HI401.1- Students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states.

01HI401.2 they will also have a clear view of the political condition and major events during last phase of the British Rule in India

01HI401.3 they will be able to answer queries related to formation of Indian National Congress.

01HI401.4- They will be able to prepare a short power point presentation of the Gandhian era

01HI401.5 Students will write a short biography of prominent leaders who sacrificed their everything for the country.

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Scheme of Studies:



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Course	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
Program Core	1HI401	History of Modern India (From 1739 to 1947 AD)	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	1HI401	History of Modern India (From 1739 to 1947 AD)	15	20	5	5	5	50	50	100	



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Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1- Students will present clear cut ideas about the Establishment of East India Company in India

Approximate Hours

Item	Appx Hrs.
CI	22
LI	0
SW	1
SL	1
Total	24

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the reason behind establishment of British East India Company in India SO1.2 Understand the various sources and Historiographical trends of Modern Indian History. SO1.3 Understand the reasons and impact of Anglo - French conflict in India SO1.4 Evaluate the impact of Battle of Plessey and Bexar SO1.5 Write meaningful essay on Establishment of Company rule and Dual government system in Bengal		Unit -1 -Establishment of East India company in India 1.1-Sources of Modern Indian History 1.2 Archaeological Sources 1.3 Archival Material 1.4 Literary Sources 1.5 Oral Sources 1.6 Advent of Europeans in India 1.7Emergence of Regional Powers In Modern India 1.8 Anglo - French conflict in Karnataka. 1.9 Karnataka wars - causes 1.10 Major Events of Karnataka Wars and consequences 1.11 Impact of Karnataka Wars 1.12 Third battle of Panipat- Causes 1.13Main Events and consequences of Third Battle of Panipat 1.14 Establishment of East India company in Bengal 1.15- Battle of Plassey 1.16 Causes of Battle of Plassey 1.17 Major Events and consequences of Battle of Plassey 1.18 Battle of Buxar 1.19 Causes of Battle of Buxar 1.20Major Events and consequences of Battle of Buxar 1.21 Dual government in Bengal 1.22 Major provision of Dual Government system in Bengal	

CO.2-Student will be able to draw the picture of Expansion of British Empire in India.



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Approximate Hours

Item	Appx Hours
CI	22
LI	0
SW	1
SL	1
Total	24

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about reforms of Warren Hastings and Lord Cornwallis. SO2.2 Understanding about Reform of Lord Wellesley and his Subsidiary Alliance with Indian states SO2.3 Preparation of presentation on Doctrine of Lapse by Lord Dollhouse SO2.4 Understanding the concept of Lord Hastings and British Paramourncy. SO2.5 Understanding the achievements of Lord William Bentinck.	.2.12	UNIT 2- Expansion of British Empire in India 2.1Charter Act of 1773 2.2Provisions of Charter Act of 1773 2.3Reforms of Warren Hastings 2.4 Settlement Act of 1781 2.5Provision Of Settlement Act of 1781 2.6 Pits India Act 1784 2.7Provisions of Pits India Act 1784 2.8Reforms of Lord Cornwallis 2.9Significance of Permanent Settlement Act 2.10 Judicial Reforms of Lord Cornwallis 2.11Reforms of Lord walleseley 2.12Subsidiary alliance with Indian States 2.13-Ranjit Singh 2.14 Achievements of Ranjit Singh 2.15 Lord Hastings and British Paramourncy 2.16 Reforms of Lord Hastings 2.17Lord Dalhousie's 2.18Doctrine of Lapse 2.19Lord Dalhousie's administration 2.20Reforms of Lord Dalhousie 2.21Lord William Bentinck 2.22Reforms of Lord William Bentinck	

CO.3:- Students will be give an analytical view on resistance to British Rule and Indian Renaissance.

Approximate Hours

Item	Appx Hours
CI	19
LI	0
SW	1
SL	1
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and reasons of first war of Independence (1857) SO3.2 Understanding about the role of women in 1857 revolt. SO3.3 Understanding the communal Harmony in the struggle of 1857 SO3.4 Understanding about the causes and failure of the struggle. SO3.5 4 Understanding about the nature ,scope and impact of various socio-religious reform movements.	.	Unit-3 : Resistance to British rule and Indian Renaissance 3.1 First war of Independence (1857) 3.2 Nature of Revolt 3.3 Causes of revolt 3.4 Major Events of Revolt 3.5 Results of 1857 Revolt 3.6 Impact of Revolt 3.7 Role of women in the struggle 3.8 Role of Laxmi Bai 3.9 Role of Avanti Bai 3.10 Role of Baija Bai 3.11 Sources of 1857 Revolt 3.12 Communal Harmony in the struggle of 1857 3.13 Causes of failure of the struggle 3.14 Indian Renaissance -Nature ,causes and consequences 3.15 Socho -Religious Movements 3.16 Contribution of Raja Ram Mohan Rai , 3.17 Ishwarchandra Vidyasagar 3.18 Dayanand Saraswati 3.19 Swami Vivekanand 3.19 Status of Women In British Period	

CO.4-Student will write essay on Beginning of Crown Rule and Rise of Mass Nationalism in India

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Queen Proclamation and Internal administration of Lord Lytton and Ripon. SO4.2 Preparation of table on various leading factors of rise of Nationalism. SO4.3 Understanding about Reason behind rise of Political association. SO4.4 Understanding about the reason, scope and impact of Partition of Bengal . SO4.5 Preparation of table of various Pact and impact	.	Unit-4 : Beginning of crown rule and Rise of mass Nationalism in India 4.1 Queen Victoria 4.2 Queens Proclamation 4.3 Act of 1858 4.4 Indian Council Act of the 1861 4.5 Militant reform after revolt of 1857 4.6 Internal administration of Lord Lytton 4.7 Internal administration of Lord Ripon 4.8 Leading factors of rise of Nationalism 4.9 Nature of Mass Nationalism in India 4.10 Rise of Political Association 4.11 Foundation of Indian Nation Congress 4.12 Various theories related to foundation of INC 4.13 Moderates 4.14 Partition of Bengal and Swadeshi Movement in India 4.15 Home rule Movement 4.16 Lucknow Pact , Rowlatt Act 4.17 Balliawala Bagh Massacre 4.18 Khilafat Movement	

CO5: Students will be able to give presentation on Gandhi Era and Indian Independence.

Approximate Hours

Item	Appx Hours
CI	13
LI	0
SW	1
SL	1
Total	15



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Non cooperation movement SO5.2 Preparation of table of nature and various recommendation of Round Table conference . SO5.3 Understanding about role of revolutionary in Indian Independence movement SO5.4 Understanding about the reason of Quit India movement SO5.5 Understanding about the various commission and conference and Partition of India and Independence.		Unit 5: Gandhi Era and Indian Independence 5.1- Non cooperation movement, Swaraj Party 5.2- Simon Commission ,Lahore Congress 5.3- Civil Disobedience Movement ,Round Table conference 5.4- Role of Revolutionary in National Movement 5.5- Ras Bihari Bose 5.6- Ram Prasad Bismil 5.7- Bhagat Singh 5.8- Chandrashekhar Azad 5.9- Quit India Movement ,Cripps mission 5.10- Shimla Conference ,Cabinet Mission 5.11- Subhas Chandra Bose and Indian National Army 5.12- Communal Politics and the Partition of India 5.13- Indian Independence Act 1947	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self- Learning (SI)	Total hour (CI+SW+SI)
1-Students will present clear cut ideas about the Establishment of East India Company in India	22	1	1	24
2-Students will be able to draw the picture of Expansion of British Empire in India.	22	1	1	24
3-Students will be give an analytical view on resistance to British Rule and Indian Renaissance.	19	1	1	21
4--Students will write essay on Beginning of Crown Rule and Rise of Mass Nationalism in India.	18	1	1	20
5-Students will be able to give presentation on Gandhi Era and Indian Independence	13	1	1	15
Total Hours	94	05	05	104



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Establishment of East India Company in In India	01	02	02	05
CO-2	2- Expansion of British Empire In India	01	02	02	05
CO-3	Resistance to British Rule and Indian Renaissance	1	02	10	13
CO-4	Beginning of Crown Rule and Rise of Mass Nationalism in India	-	02	11	13
CO-5	Gandhi Era and Indian Independence	1	3	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. N o.	Title	Author	Publisher	Edition & Year
1	The History and culture of the Indian People	Manindra R.C.	Bhartiya Vidya Bhan	Revised edition 2006
2	□□□□□□□□□□□□□□□□ □	□□.□□.□□□□□□□□□□	□□.□□.□□□□ □□.,□□□□	Edition 2022
3	□□□□□□□□□□□□□□□□ □	□□.□□.□□□□□□	□□.□□□□□□□□□□, □□□□□□	Revised edition 2021
DrPushpaSoni Department of Arts ,AKS University				



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Curriculum Development Team:

- 1-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- MrsPrachiSingh, Teaching Associate, Department of Arts
- 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts
- 4-Dr. UshaDwivedi, Assistant Professor, Department of Arts
- 5-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor, Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PS O1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences. literature and	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited enough to think and act over for the solution of various	Programme provides the base to be the responsible citizen	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and	Develop the skills needs to succeed in competitive examinations to enhance job	Discuss the development in art and architecture language and ndliterature ,science and
CO 1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs&P SOs /*- No.	COsNo.&Titles	SOsNo.	LaboratoryInstr uction(LI)	Classroom Instruction(CI)	SelfLearning(S L)
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO:1,2,3	CO- 1: Students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0Establishment of East India company in India 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1 .17,1.18,1.19,1.20,1.21,1.22	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 2- They will also have a clear view of the political condition and major events during last phase of the British Rule in India.	SO2:1 SO2.2 SO2.3 SO2.4 SO1.5		Unit-2 Expansion of British Empire in India 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2. 10,2.11,2.12,2.13,2.14,2.15,2.16,2. 17,2.18,2.19,2.20,2.21,2.22	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 3 They will be able to answer queries related to formation of Indian National Congress .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Resistance to British ruke and Indian Renaissance 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3. 9,3.10,3.11,3.12,3.13,3.14,3.15,3.1 6,3.17,3.18,3.19	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 4: They will be able to prepare a short power point presentation of the Gandhianera .	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 Beginning of crown rule and Rise of mass Nationalism in India 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4. 9,4.10,4.11,4.12,4.13,, 4.14,4.15,4.16,4.17,4. 18	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 5: - Students will write a short biography of prominent leaders who sacrificed their everything for the country	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: : Gandhi Era and Indian Independence 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9, 5.10,5.11,5.12,5.13	



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Curriculum of BA Political Science

(Revised as on 01.08.2023)

Semester-4nd

Course Code:

01PO401

Course Title :

Indian Political Thinkers

Pre-requisite:

To study this course, a student must have passed a certificate course in first year.

Rationale:

It is about Political Theory, Students will be able to think of Manu and Kautilya. Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal GangadharTilak, Shri Aurobindo Ghosh. They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. BhimraoAmbedkar. Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.

Course Outcomes:

CO1. Students will be able to think of Manu and Kautilya.

CO2. Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, LokmanyaBalGangadharTilak, Shri Aurobindo Ghosh.

CO3. They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, and SubhasChandraBoseand Dr. BhimraoAmbedkar

CO4. Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.

CO5. They will be able to understand the contribution of Women in Indian Political Thought.



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Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
Program Core	01PO401	Indian Political Thinkers	6	0	0	0	6	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory works, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
Program core	01PO 401	Indian Political Thinkers	15	20	5	5	5	50	50	100	



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Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Students will be able to think of Manu and Kautalya.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1 Understand the . Indian Political Thought: Introduction, Nature, Sources, Features.</p> <p>SO1.2 We will understand the history of Indian Political Thought.</p> <p>SO1.3 Understand the Mahatma Gandhi social ideas .</p> <p>SO1.4 Will understand Pt. Jawaharlal Nehru: Ideas of Nationalism.</p> <p>SO1.5 Will understand the ideas of Dr. BhimraoAmbedkar , Manu etc.</p>		<p>Unit-1.0 :</p> <p>1.1. .Indian political Thought: introduction</p> <p>1.2. Indian political Thought: Nature,</p> <p>1.3. Indian political Thought: Sources,</p> <p>1.4. Indian political Thought: Features</p> <p>1.5. Introduction of Manu</p> <p>1.6. Contribution of Manu ideas</p> <p>1.7. Manu: Ideas of State-</p> <p>1.8. The Origin and Form of the State,</p> <p>1.9. Saptanga Philosophy,</p> <p>1.10. Ideas of The Exchequer and Economics,</p> <p>1.11. Mandala Principles and Sixfold Policy.</p> <p>1.12. Kautilya: State-related ideas-</p> <p>1.13. Its origin of the State</p> <p>1.14. Its a nature of the State,</p> <p>1.15. .the Saptanga Doctrine,</p> <p>1.16. the Council of Ministers,</p> <p>1.17. the Justice and Penal System,</p> <p>1.18. the Mandal Doctrine and the Sixfold Policy.</p>	



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CO2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Tilak, Shri Aurobindo Ghosh.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO2.1 Will know the. Rajaram Mohan Roy.</p> <p>SO2.2 Will understand the Swami Vivekananda social ideas.</p> <p>SO2.3 Will know about Lokmanya Bal Gangadhar Tilak</p> <p>SO2.4 You will gain knowledge Shri Aurobindo Ghosh.</p> <p>SO2.5 Will gain knowledge Ideas related to Freedom of Shri Aurobindo.</p>	.	<p>Unit 2.0,</p> <p>2.1. Introduction of Rajaram Mohan Roy</p> <p>2.2. Contribution of Rajaram Mohan Roy ideas</p> <p>2.3. Rajaram Mohan Roy: Ideas on social reform,</p> <p>2.4. Rajaram Mohan Roy: ideas of freedom</p> <p>2.5. Rajaram Mohan Roy: ideas of equality</p> <p>2.6. Introduction of Swami Vivekananda</p> <p>2.7. Contribution of Swami Vivekananda ideas</p> <p>2.8. Swami Vivekananda: the spiritual basis of humanism,</p> <p>2.9. the idea of freedom,</p> <p>2.10. The essence of socialism.</p> <p>2.11. Introduction of Lokmanya Bal Gangadhar Tilak</p> <p>2.12. Contribution of Lokmanya Bal Gangadhar Tilak ideas</p> <p>2.13. Lokmanya Bal Gangadhar Tilak: Social Reform Programme,</p> <p>2.14. National Education and Nationalism,</p> <p>2.15. Swadeshi and Swaraj</p> <p>2.16. Introduction of</p> <p>2.17. Contribution of</p> <p>2.18. Shri Aurobindo Ghosh: Concept of Nationalism,</p>	

CO3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, Subhas Chandra Bose and Dr. Bhimrao Ambedkar

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding ideas of mahatma gandhi.</p> <p>SO3.2 Understanding ideas of The Idea of Non-Violence and Satyagraha, State, Economic Thought.</p> <p>SO3.3 will also understand ideas of. Pt. Jawaharlal Nehru: Ideas of Nationalism.</p> <p>SO3.4 Will gain knowledge ofSubhas Chandra Bose OF NATINALISM.</p> <p>SO3.5 Also understand Dr. BhimraoAmbedkar: Social justice Ideas of Freedom and Equality.</p>	.	<p>Unit-3:</p> <p>3.1.Introduction of Mahatma Gandhi 3.2.Contribution of Mahatma Gandhi Ideas 3.3.Mahatma Gandhi: Spiritualization of Politics, 3.4.The Ends and Means Relationship, 3.5.The Idea of Non-Violence 3.6.Satyagraha, 3.7.State, 3.8.Economic Thought 3.9.Introduction of Pt. Jawaharlal Nehru 3.10Contribution of Pt. Jawaharlal Nehru Ideas 3.11.Pt. Jawaharlal Nehru: Ideas of Nationalism, 3.12.Democracy, 3.13.Internationalism, 3.14.State and Planning, panchashil, 3.15.Non-Alignmen 3.16.Introduction of Subhas Chandra Bose 3.17.Subhas Chandra Bose - Nationalism, Freedom and Socialism, 3.18. Role in The National Movement, Dr. BhimraoAmbedkar: Social justice Ideas of Freedom and Equality,.Role of Dr. Ambedkar in Constitution Making.</p>	

CO4:Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO4.1 Understanding ideas od M.N. ROY.</p> <p>SO4.Understanding the ideas of ram manoharlohia .</p> <p>SO4. We will learn about the social thoughts of Jayaprakash Narayan,</p>	.	<p>Unit-4 :</p> <p>4.1.Introduction of M.N.Roy 4.2.Contribution of M.N.Roy Ideas 4.3.M.N.Roy: The Concept of New-Humanism, 4.4.M.N.Roy: Marxism. 4.5.M.N.Roy: Social 4.6.M.N.Roy: political 4.7.Introduction of Ram ManoharLohia</p>	



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SO4. we will learn about the social thoughts of PanditDeendayalUpadhyay.		4.8.Contribution of Ram ManoharLohia 4.9.Ram ManoharLohia: Social and political ideas, 4.10.freedom, and equality, 4.11.concept of chaukhamba state, 4.12.socialist thought 4.13.Introduction of Jayaprakash Narayan: 4.14.Contribution of Jayaprakash Narayan: 4.15.Jayaprakash Narayan: Ideas on democracy sarvodaya, 4.16.party system and ideas on the total revolution 4.17.Pt. DeendayalUpadhyaya: The concept of integral humanism, 4.18.nationalism and economic thought.	
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CO5: They will be able to understand the contribution of Women in Indian Political Thought.

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO5.1 Will know about ideas ofPanditaRamabai. SO5.2 Will understand the ideas ofTarabaiShinde. SO5.3 Will know about the ideas ofSavitribaiPhule. SO5. 4 will understand the ideas of KamaladeviChattopadhyay.		Unit 5:Contribution of Women Thinkers 5.1. Introduction of Women Thinkers 2.Contribution of Women Thinkers 3.Features Of Women Thinkers 4.Introduction of PanditaRamabai 5.Contribution of PanditaRamabai Ideas 5.6.Pandita Ramabai Social Ideas 5.7.Pandita Ramabai Women Ideas 5.8.Introduction of TarabaiShinde 5.9.Contribution of TarabaiShinde Ideas 5.10.Tarabai Shinde Women Ideas 5.11.Tara.bai Shinde Social Ideas 5.12.Introduction of SavitribaiPhule 5.13.Contribution of SavitribaiPhule Ideas 5.14.Savitribai Phule Women Ideas 5.15.Savitribai Phule Social Ideas 5.16.Introduction of KamaladeviChattopadhyay 5.17.Contribution of KamaladeviChattopadhyay Ideas 5.18.Kamaladevi Chattopadhyay	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
CO1: Students will be able to think of Manu and Kautalya.	18	0	0	18
CO2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal GangadharTilak, Shri Aurobindo Ghosh.	18	0	0	18
CO3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. BhimraoAmbedkar.	18	0	0	18
CO4: Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.	18	0	0	18
CO5: They will be able to understand the contribution of Women in Indian Political Thought	18	0	0	18
Total Hours	90	00	00	90

Suggestion for End Semester Assessment

SuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	ancient indian thinkers	01	01	03	05
CO-2	Raja Rammohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Shri, Aurobindo Ghosh	01	01	03	05
CO-3	Thoughts of Mahatma Gandhi, Dr. BhimraoAmbedkar, Pandit Jawaharlal Nehru, Subhash Chandra Bose.	-	03	10	13
CO-4	Thoughts of M n Roy, Rammohan, Ram ManoharLohia, Jaiprakash Narayan, PanditDeendayalUpadhyay.	-	03	10	13
CO-5	Contribution of Women Thinkers	01	03	10	14
Total		03	12	36	50

Legend: R:Remember, U:Understand, A:Apply
 TheendofsemesterassessmentforIndian Political Thinkers willbeheldwith written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks.
 Teachers can also design different tasks as per requirement, for endsemesterassessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S.No.	Title	Author	Publisher	Edition & Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2.	Indian Political Thinker	O.P. Gauba	Mayur Paperbacks Noida.	(2019),
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- Mrs Prachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni, Assistant Professor, Department of Arts 4-Dr. Usha Dwivedi , Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr. Udaybhan Singh, Assistant Professor , Department of Art			

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PO 12	PSO 1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for the solution of various issues	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will understand the need for a constitution and	Students will be able to explain the Governmental mechanism from Gram panchayat to Parliament and can suggest solutions over	Students will use various political concepts and ideology to analyze new situations.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	2	2	3	1	3	2	1	1	1	2	3	2	3	3
CO3	3	3	2	2	2	2	1	3	1	2	1	3	3	3	3
CO4	2	3	1	2	2	1	1	1	2	1	2	2	3	2	3
CO5	3	3	2	2	1	2	1	2	1	1	1	3	3	3	3



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Course Curriculum Map

Pos & PSOs /*-No.	Cos No.& Titles	SOs No.	Laboratory Instruction(LL)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5, 6,7,8,9,10,11,12 PSO:1,2,3	CO- 1: Students will be able to think of Manu and Kautalya.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 ancient Indian thinkers 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal GangadharTilak, Shri Aurobindo Ghosh.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Raja Rammohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Shri, Aurobindo Ghosh 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. BhimraoAmbedkar.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Thoughts of Mahatma Gandhi, Dr. BhimraoAmbedkar, Pandit Jawaharlal Nehru, Subhash Chandra Bose. 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 4: Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.	SO4:1 SO4.2 SO4.3 SO4.4		Unit-4: Thoughts of M n Roy, Rammohan, Ram ManoharLohia, Jaiprakash Narayan, PanditDeendayalUpadhy ay. 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11,12 PSO: 1,2,3	CO- 5: They will be able to understand the contribution of Women in Indian Political Thought.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: Contribution of Women Thinkers 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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AKS University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA Political Science

(Revised as on 01.08.2023)

Semester-4nd

Course Code:

01PO401

Course Title :

Indian Political Thinkers

Pre-requisite:

To study this course, a student must have passed a certificate course in first year.

Rationale:

It is about Political Theory, Students will be able to think of Manu and Kautalya. Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal GangadharTilak, Shri Aurobindo Ghosh. They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, and SubhasChandraBoseand Dr. BhimraoAmbedkar. Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.

Course Outcomes:

- CO1.** Students will be able to think of Manu and Kautalya.
- CO2.** Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, LokmanyaBALGangadharTilak, Shri Aurobindo Ghosh.
- CO3.** They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, and SubhasChandraBoseand Dr. BhimraoAmbedkar
- CO4.** Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.
- CO5.** They will be able to understand the contribution of Women in Indian Political Thought.



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Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	01PO401	Indian Political Thinkers	6	0	0	0	6	6

Legend:

CI: Class room Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
Program core	01PO 401	Indian Political Thinkers	15	20	5	5	5	50	50	100	



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Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Students will be able to think of Manu and Kautalya.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO1.1 Understand the . Indian Political Thought: Introduction, Nature, Sources, Features.</p> <p>SO1.2 We will understand the history of Indian Political Thought.</p> <p>SO1.3 Understand the Mahatma Gandhi social ideas .</p> <p>SO1.4 Will understand Pt. Jawaharlal Nehru: Ideas of Nationalism.</p> <p>SO1.5 Will understand the ideas of Dr. BhimraoAmbedkar , Manu etc.</p>		<p>Unit-1.0 :</p> <p>1.1. .Indian political Thought: introduction</p> <p>1.2. Indian political Thought: Nature,</p> <p>1.3. Indian political Thought: Sources,</p> <p>1.4. Indian political Thought: Features</p> <p>1.5. Introduction of Manu</p> <p>1.6. Contribution of Manu ideas</p> <p>1.7. Manu: Ideas of State-</p> <p>1.8. The Origin and Form of the State,</p> <p>1.9. Saptanga Philosophy,</p> <p>1.10. Ideas of The Exchequer and Economics,</p> <p>1.11. Mandala Principles and Sixfold Policy.</p> <p>1.12. Kautilya: State-related ideas-</p> <p>1.13. Its origin of the State</p> <p>1.14. Its a nature of the State,</p> <p>1.15. .the Saptanga Doctrine,</p> <p>1.16. the Council of Ministers,</p> <p>1.17. the Justice and Penal System,</p> <p>1.18. the Mandal Doctrine and the Sixfold Policy.</p>	

CO2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, LokmanyaBalGangadharTilak, Shri Aurobindo Ghosh.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18



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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO2.1 Will know the .Rajaram Mohan Roy.</p> <p>SO2.2 Will understand the Swami Vivekananda social ideas.</p> <p>SO2.3 Will know about Lokmanya Bal GangadharTilak</p> <p>SO2.4 You will gain knowledge Shri Aurobindo Ghosh.</p> <p>SO2.5 Will gain knowledge Ideas related to Freedomofshriaurobindo.</p>	.	<p>Unit 2.0,</p> <p>2.1.Introduction of Rajaram Mohan Roy</p> <p>2.2.Contribution of Rajaram Mohan Roy ideas</p> <p>2.3.Rajaram Mohan Roy: Ideas on social reform,</p> <p>2.4.Rajaram Mohan Roy: ideas of freedom</p> <p>2.5.Rajaram Mohan Roy: ideas of equality</p> <p>2.6.Introduction of Swami Vivekananda</p> <p>2.7.Contribution of Swami Vivekananda ideas</p> <p>2.8.Swami Vivekananda: the spiritual basis of humanism,</p> <p>2.9.the idea of freedom,</p> <p>2.10.the essence of socialism.</p> <p>2.11.Introduction of Lokmanya Bal GangadharTilak</p> <p>2.12.Contribution of Lokmanya Bal GangadharTilak ideas</p> <p>2.13.Lokmanya Bal GangadharTilak: Social Reform Programme,</p> <p>2.14.National Education and Nationalism,</p> <p>2.15.Swadeshi and Swaraj</p> <p>2.16.Introduction of</p> <p>2.17.Contribution of</p> <p>2.18. Shri Aurobindo Ghosh: Concept of Nationalism,</p>	

CO3:They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. BhimraoAmbedkar

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO3.1 Understanding ideas of mahatma gandhi.</p> <p>SO3.2 Understanding ideas of The Idea of Non-Violence and Satyagraha, State, Economic Thought.</p> <p>SO3.3 will also understand ideas of. Pt. Jawaharlal Nehru: Ideas of Nationalism.</p> <p>SO3.4 Will gain knowledge ofSubhas Chandra Bose OF NATINALISM .</p> <p>SO3.5 Also understand Dr. BhimraoAmbedkar: Social justice Ideas of Freedom and</p>		<p>Unit-3:</p> <p>3.1.Introduction of Mahatma Gandhi</p> <p>3.2.Contribution of Mahatma Gandhi Ideas</p> <p>3.3.Mahatma Gandhi: Spiritualization of Politics,</p> <p>3.4.The Ends and Means Relationship,</p> <p>3.5.The Idea of Non-Violence</p> <p>3.6.Satyagraha,</p> <p>3.7.State,</p> <p>3.8.Economic Thought</p> <p>3.9.Introduction of Pt. Jawaharlal Nehru</p> <p>3.10Contribution of Pt. Jawaharlal Nehru Ideas</p> <p>3.11.Pt. Jawaharlal Nehru: Ideas of Nationalism,</p> <p>3.12.Democracy,</p> <p>3.13.Internationalism,</p> <p>3.14.State and Planning, panchashil,</p> <p>3.15.Non-Alignmen</p>	



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Equality.		3.16.Introduction of Subhas Chandra Bose 3.17.Subhas Chandra Bose - Nationalism, Freedom and Socialism, 3.18.Role in The National Movement ,Dr. BhimraoAmbedkar: Social justice Ideas of Freedom and Equality,.Role of Dr. Ambedkar in Constitution Making.	
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CO4: Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
<p>SO4.1 Understanding ideas od M.N. ROY.</p> <p>SO4. Understanding the ideas of ram manoharlohia .</p> <p>..</p> <p>SO4. We will learn about the social thoughts of Jayaprakash Narayan,</p> <p>SO4.we will learn about the social thoughts of PanditDeendayalUpadhyay.</p>	.	<p>Unit-4 :</p> <p>4.1.Introduction of M.N.Roy</p> <p>4.2.Contribution of M.N.Roy Ideas</p> <p>4.3.M.N.Roy: The Concept of New-Humanism,</p> <p>4.4.M.N.Roy: Marxism.</p> <p>4.5.M.N.Roy: Social</p> <p>4.6.M.N.Roy: political</p> <p>4.7.Introduction of Ram ManoharLohia</p> <p>4.8.Contribution of Ram ManoharLohia</p> <p>4.9.Ram ManoharLohia: Social and political ideas,</p> <p>4.10.freedom, and equality,</p> <p>4.11.concept of chaukhamba state,</p> <p>4.12.socialist thought</p> <p>4.13.Introduction of Jayaprakash Narayan:</p> <p>4.14.Contribution of Jayaprakash Narayan:</p> <p>4.15.Jayaprakash Narayan: Ideas on democracy sarvodaya,</p> <p>4.16.party system and ideas on the total revolution</p> <p>4.17.Pt. DeendayalUpadhyaya: The concept of integral humanism,</p> <p>4.18.nationalism and economic thought.</p>	

CO5: They will be able to understand the contribution of Women in Indian Political Thought.

Item	Appx Hours
CI	18
LI	0
SW	0
SL	0
Total	18



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Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO5.1 Will know about ideas of Pandita Ramabai. SO5.2 Will understand the ideas of Tarabai Shinde. SO5.3 Will know about the ideas of Savitribai Phule. SO5.4 will understand the ideas of Kamaladevi Chattopadhyay.		Unit 5: Contribution of Women Thinkers 5.1. Introduction of Women Thinkers 2. Contribution of Women Thinkers 3. Features Of Women Thinkers 4. Introduction of Pandita Ramabai 5. Contribution of Pandita Ramabai Ideas 5.6. Pandita Ramabai Social Ideas 5.7. Pandita Ramabai Women Ideas 5.8. Introduction of Tarabai Shinde 5.9. Contribution of Tarabai Shinde Ideas 5.10. Tarabai Shinde Women Ideas 5.11. Tara. bai Shinde Social Ideas 5.12. Introduction of Savitribai Phule 5.13. Contribution of Savitribai Phule Ideas 5.14. Savitribai Phule Women Ideas 5.15. Savitribai Phule Social Ideas 5.16. Introduction of Kamaladevi Chattopadhyay 5.17. Contribution of Kamaladevi Chattopadhyay Ideas 5.18. Kamaladevi Chattopadhyay	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1: Students will be able to think of Manu and Kautilya.	18	0	0	18
CO2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Tilak, Shri Aurobindo Ghosh.	18	0	0	18
CO3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, Subhas Chandra Bose and Dr. Bhimrao Ambedkar.	18	0	0	18
CO4: Students will be able to evaluate the ideas of M.N. Roy, Ram Manohar Lohia, Jayaprakash Narayan and Pt. Deendayal Upadhyaya.	18	0	0	18
CO5: They will be able to understand the contribution of Women in Indian Political Thought.	18	0	0	18
Total Hours	90	00	00	90



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Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	ancient indian thinkers	01	01	03	05
CO-2	Raja Rammohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Shri, Aurobindo Ghosh	01	01	03	05
CO-3	Thoughts of Mahatma Gandhi, Dr. BhimraoAmbedkar, Pandit Jawaharlal Nehru, Subhash Chandra Bose.	-	03	10	13
CO-4	Thoughts of M n Roy, Rammohan, Ram ManoharLohia, Jaiprakash Narayan, PanditDeendayalUpadhyay.	-	03	10	13
CO-5	Contribution of Women Thinkers	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Indian Political Thinkers will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

SuggestedInstructional/ImplementationStrategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

SuggestedLearningResources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Political science	Dr. j c johary	SBPD PUBLICATION	2021-2022
2.	Indian Political Thinker	O.P. Gauba	Mayur Paperbacks Noida.	(2019),
3.	Curriculum Development Team: 1-Mr. Gaurav Singh , Assistant Professor, Department of Arts 2-Mr, Rajeev Bairagi, Assistant Professor 3- MrsPrachi Singh , Teaching Associate , Department of Arts 3-Dr.Pushpa Soni,Assistant Professor, Department of Arts 4-Dr. UshaDwivedi ,Assistant Professor, Department of Arts 5-Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts 6-Dr.Udaybhan Singh, Assistant Professor , Department of Art			



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CO-PO Mapping:

PO NO.	Program Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	3	2	2	3	1	3	2	1	1	1	2	3	2	3	3
CO3	The program also empowers the graduates to appear for various competitive examinations or choose the most	3	3	2	2	2	2	1	3	1	2	1	3	3	3	3
CO4	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with	2	3	1	2	2	1	1	1	2	1	2	2	3	2	3
CO5	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better	3	3	2	2	1	2	1	2	1	1	1	3	3	3	3
	Programme provides the base to be the responsible citizen.															
	Environment and sustainability															
	Ethics															
	Individual and team work															
	Communication															
	Project management and finance															
	Life-long learning															
	Students will understand the need for a constitution and explain the role of constitution in a democratic															
	Students will be able to explain the Governmental mechanism from Gram panchayat to Parliament and can suggest solutions over various issues in its functioning and															
	Students will use various political concepts and ideology to analyze new situations.															



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Course Curriculum Map

Pos & PSOs /*-No.	Cos No.& Titles	SOs No.	Laboratory Instruction(LL)	Classroom Instruction(CI)	Self Learning(SL)
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO:1,2,3	CO- 1: Students will be able to think of Manu and Kautalya.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 ancient Indian thinkers 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1. 16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, Swami Vivekananda, Lokmanya Bal GangadharTilak, Shri Aurobindo Ghosh.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Raja Rammohan Roy, Swami Vivekananda, Lokmanya Bal Gangadhar Shri, Aurobindo Ghosh 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9 ,2.10,2.11,2.12,2.13,2.14,2.15,2. 16,2.17,2.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. BhimraoAmbedkar.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Thoughts of Mahatma Gandhi, Dr. BhimraoAmbedkar, Pandit Jawaharlal Nehru, Subhash Chandra Bose. 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3 .9,31,,10,3.11,3.12,3.13,3.14,3.1 5,3.16,3.17,3.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 4: Students will be able to evaluate the ideas of M.N.Roy. Ram ManoharLohia, Jayaprakash Narayan and Pt. DeendayalUpadhyaya.	SO4:1 SO4.2 SO4.3 SO4.4		Unit-4: Thoughts of M n Roy, Rammohan, Ram ManoharLohia, Jaiprakash Narayan, PanditDeendayalUpadhy ay. 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9 ,4.10,4.11,4.12,4.13,4.14,4.15,4. 16,4.17,4.18,4.18	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3	CO- 5: They will be able to understand the contribution of Women in Indian Political Thought.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: Contribution of Women Thinkers 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9 ,5.10,5.11,5.12,5.13,5.14,5.15,5. 16,5.17,5.18	



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Faculty of Social Science and Humanities

Department of Arts

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(Revised as on 01 August 2023)

AKS University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA HISTORY

(Revised as on 4.08.2023)

Semester-IV

- Course Code:** 01HI401
- Course Title :** History of Modern India (From 1739 to 1947 AD)
- Pre- requisite:** This course can be opted by any student who has passed 12 thclass.
- Rationale:** **'It's all about India's glorious past.**

After Studying this paper, students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states .They also have a clear view of the political condition and major events during last phase of the British Rule in India and formation of Indian National Congress and able to prepare a short power point presentation of the Gandhi an era . Students will write a short biography of prominent leaders who sacrificed their everything for the country.

Course Outcomes:

The students will. Be able to

- 01HI401.1- Students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states.
- 01HI401.2 they will also have a clear view of the political condition and major events during last phase of the British Rule in India
- 01HI401.3 they will be able to answer queries related to formation of Indian National Congress.
- 01HI401.4- They will be able to prepare a short power point presentation of the Gandhian era
- 01HI401.5 Students will write a short biography of prominent leaders who sacrificed their everything for the country.
- .

Scheme of Studies:



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Course	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
Program Core	1HI401	History of Modern India (From 1739 to 1947 AD)	6	0	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),
SL: Self Learning,
C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
	1HI401	History of Modern India (From 1739 to 1947 AD)	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:



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This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1- Students will present clear cut ideas about the Establishment of East India Company in India

Approximate Hours

Item	Appx Hrs.
CI	22
LI	0
SW	1
SL	1
Total	24

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the reason behind establishment of British East India Company in India SO1.2 Understand the various sources and Historiographical trends of Modern Indian History . SO1.3 Understand the reasons and impact of Anglo - French conflict in India SO1.4 Evaluate the impact of Battle of Plassey and Buxar SO1.5 Write meaningful essay on Establishment of Company rule and Dual government system in Bengal		Unit -1 -Establishment of East India company in India 1.1-Sources of Modern Indian History 1.2 Archaeological Sources 1.3 Archival Material 1.4 Literary Sources 1.5 Oral Sources 1.6 Advent of Europeans in India 1.7Emergence of Regional Powers In Modern India 1.8 Anglo - French conflict in Karnataka . 1.9 Karnataka wars - causes 1.10 Major Events of Karnataka Wars and consequences 1.11 Impact of Karnataka Wars 1.12 Third battle of Panipat- Causes 1.13Main Events and consequences of Third Battle of Panipat 1.14 Establishment of East India company in Bengal 1.15- Battle of Plessey 1.16 Causes of Battle of Plessey 1.17 Major Events and consequences of Battle of Plessey 1.18 Battle of Bexar 1.19 Causes of Battle of Buxar 1.20Major Events and consequences of Battle of Buxar 1.21 Dual government in Bengal 1.22 Major provision of Dual Government system in Bengal	

CO.2-Student will be able to draw the picture of Expansion of British Empire in India.



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Approximate Hours

Item	Appx Hours
CI	22
LI	0
SW	1
SL	1
Total	24

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about reforms of Warren Hastings and Lord Cornwallis. SO2.2 Understanding about Reform of Lord Wallasely and his Subsidiary Alliance with Indian states SO2.3 Preparation of presentation on Doctrine of Lapse by Lord Dollhouse SO2.4 Understanding the concept of Lord Hastings and British Paramouncy. SO2.5 Understanding the achievements of Lord William Bentinck .		UNIT 2- Expansion of British Empire in India 2.1Charter Act of 1773 2.2Provisions of Charter Act of 1773 2.3Reforms of Warren Hastings 2.4 Settlement Act of 1781 2.5Provision Of Settlement Act of 1781 2.6 Pits India Act 1784 2.7Provisions of Pits India Act 1784 2.8Reforms of Lord Cornwallis 2.9Significance of Permanent Settlement Act 2.10 Judicial Reforms of Lord Cornwallis 2.11Reforms of Lord wallelesely 2.12Subsidiary alliance with Indian States 2.13-Ranjit Singh 2.14 Achievements of Ranjit Singh 2.15 Lord Hastings and British Paramountcy 2.16 Reforms of Lord Hastings 2.17Lord Dalhousie's 2.18Doctrine of Lapse 2.19Lord Dalhousie's administration 2.20Reforms of Lord Dalhousie 2.21Lord William Bentinck 2.22Reforms of Lord William Bentinck	

CO.3:- Students will be give an analytical view on resistance to British Rule and Indian Renaissance.

Approximate Hours

Item	Appx Hours
CI	19
LI	0
SW	1
SL	1
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and reasons of first war of Independence (1857) SO3.2 Understanding about the role of women in 1857 revolt. SO3.3 Understanding the communal Harmony in the struggle of 1857 SO3.4 Understanding about the causes and failure of the struggle. SO3.5 4 Understanding about the nature ,scope and impact of various socio-religious reform movements.	.	Unit-3 : Resistance to British rule and Indian Renaissance 3.1 First war of Independence (1857) 3.2 Nature of Revolt 3.3 Causes of revolt 3.4 Major Events of Revolt 3.5 Results of 1857 Revolt 3.6 Impact of Revolt 3.7 Role of women in the struggle 3.8 Role of Laxmi Bai 3.9 Role of Avanti Bai 3.10 Role of Baija Bai 3.11 Sources of 1857 Revolt 3.12 Communal Harmony in the struggle of 1857 3.13 Causes of failure of the struggle 3.14 Indian Renaissance -Nature ,causes and consequences 3.15 Socho -Religious Movements 3.16 Contribution of Raja Ram Mohan Rai , 3.17 Ishwarchandra Vidyasagar 3.18 Dayanand Saraswati 3.19 Swami Vivekanand 3.19 Status of Women In British Period	

CO.4-Student will write essay on Beginning of Crown Rule and Rise of Mass Nationalism in India

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	1
SL	1
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Queen Proclamation and Internal administration of Lord Lytton and Ripon . SO4.2 Preparation of table on various leading factors of rise of Nationalism. SO4.3 Understanding about Reason behind rise of Political association. SO4.4 Understanding about the reason ,scope and impact of Partition of Bengel . SO4.5 Preparation of table of various Pact and impact	.	Unit-4 : Beginning of crown rule and Rise of mass Nationalism in India 4.1 Queen Victoria 4.2 Queens Proclamation 4.3 Act of 1858 4.4 Indian Council Act of the 1861 4.5 Militart reform after revolt of 1857 4.6 Internal administration of Lord Lytton 4.7 Internal administration of Lord Ripon 4.8 Leading factors of rise of Nationalism 4.9 Nature of Mass Nationalism in India 4.10 Rise of Poltical Association 4.11 Foundation of Indian Nation Congress 4.12 Various theories related to foundation of INC 4.13 Moderates 4.14 Partition of Bengal and Swadeshi Movement in India 4.15 Home rule Movement 4.16 Lucknow Pact , Rowlatt Act 4.17 Balliawala Bagh Massacre 4.18 Khilafat Movement	

CO.5: Students will be able to give presentation on Gandhi Era and Indian Independence .

Approximate Hours

Item	Appx Hours
CI	13
LI	0
SW	1
SL	1
Total	15

Session Outcomes(SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Non cooperation movement SO5.2 Preparation of table of nature and various recommendation of Round Table conference . SO5.3 Understanding about role of revolutionary in Indian Independence movement SO5.4 Understanding about the reason of Quit India movement SO5.5 Understanding about the various commission and conference and Partition of India and Independence.		Unit 5: Gandhi Era and Indian Independence 5.1- Non cooperation movement, Swaraj Party 5.2- Simon Commission ,Lahore Congress 5.3- Civil Disobedience Movement ,Round Table conference 5.4- Role of Revolutionary in National Movement 5.5- Ras Bihari Bose 5.6- Ram Prasad Bismil 5.7- Bhagat Singh 5.8- Chandrashekhar Azad 5.9- Quit India Movement ,Cripps mission 5.10- Shimla Conference ,Cabinet Mission 5.11- Subhas Chandra Bose and Indian National Army 5.12- Communal Politics and the Partition of India 5.13- Indian Independence Act 1947	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour(Cl+S W+Sl)
1-Students will present clear cut ideas about the Establishment of East India Company in India	22	1	1	24
2-Students will be able to draw the picture of Expansion of British Empire in India.	22	1	1	24
3-Students will be give an analytical view on resistance to British Rule and Indian Renaissance.	19	1	1	21
4--Students will write essay on Beginning of Crown Rule and Rise of Mass Nationalism in India.	18	1	1	20
5-Students will be able to give presentation on Gandhi Era and Indian Independence	13	1	1	15
Total Hours	94	05	05	104

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Establishment of East India Company in In India	01	02	02	05
CO-2	2- Expansion of British Empire In India	01	02	02	05
CO-3	Resistance to British Rule and Indian Renaissance	1	02	10	13
CO-4	Beginning of Crown Rule and Rise of Mass Nationalism in India	-	02	11	13
CO-5	Gandhi Era and Indian Independence	1	3	10	14
Total		04	11	35	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Financial Accounting will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books :

S.No.	Title	Author	Publisher	Edition & Year
1	The History and culture of the Indian People	Manindra R.C.	Bhartiya VidyaBhawan	Revised edition 2006
2	□□□□□□□□□□□□□□□□ □	□□ .□□ . □□□□□□□□□□	□□.□□.□□. □□.,□□□□	Edition 2022
3	□□□□□□□□□□□□□□□□ □	□□ .□□. □□□□□□	□□. □□□□□□□□□□, □□□□□□	Revised edition 2021
Dr. PushpaSoni Department of Arts ,AKS University				

Curriculum Development Team:

- 1-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- MrsPrachi Singh , Teaching Associate , Department of Arts
- 3-Dr.Pushpa Soni, Assistant Professor, Department of Arts
- 4-Dr. UshaDwivedi, Assistant Professor, Department of Arts
- 5-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
- 6-Dr.Udaybhan Singh, Assistant Professor, Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS O1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences. literature	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for the solution of various	Programme provides the base to be the responsible	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socio, economic, religious and	Develop the skills needs to succeed in competitive examinations to enhance job	Discuss the development in art and architecture language and literature ,science and
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs&P SOs /*- No.	COsNo.&Titles	SOsNo.	Laboratory Instr uction(LI)	Classroom Instruction(CI)	SelfLearning(S L)
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO:1,2,3	CO- 1: Students will be able to understand in detail about the colonial administration with all its salient features and the relation between the British and the Indian states .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0Establishment of East India company in India 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9 ,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1 .17,1.18,1.19,1.20,1.21,1.22	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 2- They will also have a clear view of the political condition and major events during last phase of the British Rule in India.	SO2:1 SO2.2 SO2.3 SO2.4 SO1.5		Unit-2 Expansion of British Empire in India 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2. 10,2.11,2.12,2.13,2.14,2.15,2.16,2. 17,2.18,2.19,2.20,2.21,2.22	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 3 They will be able to answer queries related to formation of Indian National Congress .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Resistance to British ruke and Indian Renaissance 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3. 9,3.10,3.11,3.12,3.13,3.14,3.15,3.1 6,3.17,3.18,3.19	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 4: They will be able to prepare a short power point presentation of the Gandhianera .	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 Beginning of crown rule and Rise of mass Nationalism in India 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4. 9,4.10,4.11,4.12,4.13,, 4.14,4.15,4.16,4.17,4. 18	
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 PSO: 1,2,3	CO- 5: - Students will write a short biography of prominent leaders who sacrificed their everything for the country	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: : Gandhi Era and Indian Independence 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9, 5.10,5.11,5.12,5.13	



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Curriculum of BA English Literature
 (Revised as on 1.8.2023)

Semester-IV

Course Code: 01EN401

Course Title : STUDY OF FICTION

Pre- requisite: The study of fiction is a foundational understanding of literary analysis. This typically includes familiarity with basic literary elements such as plot, character, setting, theme, and narrative techniques.

Rationale: The study of fiction enhances empathy by allowing readers to experience diverse perspectives and emotions, fostering a deeper understanding of human experiences and social dynamics.

Course Outcomes:

- 01EN401.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.
- 01EN401.2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.
- 01EN401.3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.
- 01EN401.4. Examine the origins and development of detective
- 01EN401.5 Evaluate science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.

Scheme of Studies:

Course	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
CORE	01EN401	STUDY OF FICTION	4	02	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (includes assignment, seminar, mini project etc.),



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SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Home Assignment number 5 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT +AT)		
CORE	01EN 401	STUDY OF FICTION	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.

Approximate Hours

Item	Appx Hrs.
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1.Demonstrate an understanding of the evolution of early fiction by analyzing the forms and characteristics of early fiction, its origins and development up to the medieval period. SO1.2.Explore the intersection of different genres within fiction, such as post-apocalyptic survival, historical romance, and supernatural mystery. SO1.3.Examine key texts, such as Daniel Defoe's "Robinson Crusoe," Samuel Richardson's "Pamela," and Jane Austen's "Pride and Prejudice," to analyze themes, narrative techniques, and the portrayal of gender and power dynamics.		Unit-I: Forms of Early Fiction 1.1.Forms of Early Fiction 1.2.Medieval Romance and the Birth of the Novel 1.3. Fiction and its types 1.4.Post-Apocalyptic Survival (Science Fiction/Dystopian Fiction) 1.5.Historical Romance (Historical Fiction/Romance) 1.6.Supernatural Mystery (Fantasy/Crime Fiction) 1.7. Daniel Defoe: Robinson Crusoe 1.8.Colonialism and Cultural Encounter 1.9.Religious Themes and Spiritual Journey 1.10. Samuel Richardson: Pamela 1.11.The Epistolary Form and Narrative Technique in Pamela 1.12.Gender and Power Dynamics in Pamela 1.13. Jane Austen: Pride and Prejudice 1.14. The Development of Elizabeth Bennet and Mr. Darcy's Relationship 1.15.Satire and Social Critique in "Pride and Prejudice"	

CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.

Approximate Hours

Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1.Discuss the socio-political themes of the French Revolution depicted in the novel. SO2.2.Analyze the characters of Michael Henchard and Susan Henchard, exploring their development throughout the novel. SO2.3.Explore the socio-political themes addressed in "Middlemarch," such as gender roles, marriage, and class dynamics.		Unit- II: Victorian Fiction 2.1. Charles Dickens: A Tale of Two Cities 2.2.Social Injustice 2.3.Character Analysis 2.4.Themes of Resurrection 2.5.Historical Context 2.6. Thomas Hardy: The Mayor of Casterbridge 2.7.Character Analysis 2.8.Setting and Atmosphere 2.9.Themes and Symbolism 2.10.Narrative Structure and Style:Hardy's narrative techniques 2.11. George Eliot: Middlemarch 2.12.Character Development 2.13.Socio-political Themes in "Middlemarch," 2.14.Narrative Structure of "Middlemarch," 2.15.Realism and Morality	



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CO3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.

Approximate Hours	
Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1. Analyze the theme of the Oedipal complex in "Sons and Lovers" by DH Lawrence, exploring how it shapes the protagonist's relationships and motivations. SO3.2. Discuss Lawrence's portrayal of the contrast between nature and industrialization in "Sons and Lovers," examining how this dichotomy reflects larger societal shifts and influences character development. SO3.3. Examine the theme of surveillance and government control in George Orwell's "1984," exploring how the novel reflects contemporary concerns about totalitarianism and the erosion of individual freedom.		Unit -III. Modern Fiction 3.1. DH Lawrence: Sons and Lovers 3.2. Oedipal Complex: theme of the Oedipal complex in "Sons and Lovers" 3.3. Nature vs. Industrialization: Lawrence's portrayal of the contrast 3.4. Sexuality and Intimacy: 3.5. Mother-Son Relationship: the complex dynamic between Paul Morel and his mother 3.6. Virginia Woolf Mrs. Dalloway 3.7. Character Analysis: complex characters in the novel, 3.8. Modernism and Stream of Consciousness 3.9. Society and Class: English society and class distinctions in the novel, 3.10. Time and Memory: novel's treatment of time and memory 3.11. George Orwell: 1984 3.12. Surveillance and Government Control 3.13. Totalitarianism and Thought Control 3.14. Individuality and Resistance: 3.15. Propaganda and Manipulation	

CO4. Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.

Approximate Hours	
Item	Appx Hours
CI	15
LI	0
SW	01
SL	01
Total	20



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO4.1. Analyze the complex parent-child relationships depicted in Mary Shelley's "Frankenstein" and discuss their significance in understanding the characters and themes of the novel.</p> <p>SO4.2. Explore the theme of duality in RL Stevenson's "Dr. Jekyll and Mr. Hyde," focusing on how it reflects human nature and moral ambiguity.</p> <p>SO4.3. Examine the character analysis of Sherlock Holmes, Dr. John Watson, and other key characters in Arthur Conan Doyle's "The Hound of the Baskervilles," considering how their traits contribute to the development of the story's themes and symbolism.</p>		<p>Unit -IV. Detective Literature and Science-fiction</p> <p>4.1. Mary Shelley: Frankenstein</p> <p>4.2. The Creature's Humanity:</p> <p>4.3. Parent-Child Relationships: the complex parent-child relationships depicted in the novel</p> <p>4.4. Science and Ethics: the ethical implications of Victor Frankenstein's</p> <p>4.5. Gothic Elements in "Frankenstein"</p> <p>4.6. RL Stevenson: Dr. Jekyll and Mr. Hyde</p> <p>4.7. Dualism and Human Nature: the theme of duality in "Dr. Jekyll and Mr. Hyde"</p> <p>4.8. Morality and Ethics: raised by Dr. Jekyll's experimentation and Mr. Hyde's actions,</p> <p>4.9. Psychological Exploration aspects of the novel,</p> <p>4.10. Novel's impact on literature and popular culture</p> <p>4.11. Arthur Conan Doyle: The Hound of the Baskervilles</p> <p>4.12. Character Analysis: Sherlock Holmes, Dr. John Watson, Sir Henry Baskerville, and others.</p> <p>4.13. Themes and Symbolism:</p> <p>4.14. Setting and Atmosphere</p> <p>4.15. Authorial Influence: Arthur Conan Doyle's own interests and experiences</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.	15	01	01	20
CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.	15	01	01	20
CO3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.	15	01	01	20
CO4. Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.	15	01	01	20
	0	0	0	0
Total Hours	60	05	05	100



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Forms of Early Fiction	01	01	03	05
CO-2	Victorian Fiction	01	01	03	05
CO-3	Modern Fiction	-	03	10	13
CO-4	Detective Literature and Science-fiction	-	03	10	13
CO-5					
Total		03	12	36	50

Legend: **R: Remember,** **U: Understand,** **A: Apply**

The end of semester assessment for Principles of Public Administration Will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books :

S.No.	Title	Author	Publisher	Edition & Year
1	Glossary of Literary Terms by	M. H. Abrams	(An American Literary Critic)	Revised edition 1994
2	A History of English Literature	T. Singh	Other India Press ,Delhi	Edition 1995
3	A History of English Literature	William J. Long	Five communication ,US	Revised edition 1993
Dr. Pushpa Soni Department of Arts , AKS University Satna				



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Curriculum Development Team:

- 1-Mr. Tarashankar Shukla, SSD
- 2-Mr, Rajeev Bairagi, Assistant Professor
- 3- MrsPrachi Singh, Teaching Associate, Department of Arts
- 3-Dr.Pushpa Soni, Assistant Professor, Department of Arts
- 4-Dr. UshaDwivedi, Assistant Professor, Department of Arts
- 5-Mr. Gaurav Singh, Assistant Professor, Department of Arts
- 6-Mr. Ashwani Kumar Omre, Teaching Associate, Department of Arts
- 8-Dr.Udaybhan Singh, Assistant Professor, Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to make this world better than ever.	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will develop an ability to read texts in relation to their historical and cultural contexts	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various field related translation officers , teaching ,Guide, archives , museums.	Students will develop an appreciation of how the formal elements of Language band Genre shape meaning
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3



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Course Curriculum Map

POs& PSO's - No.	CosNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1. Understand the evolution of early fiction through the study of seminal works by Defoe, Richardson, and Austen.	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. Forms of Early Fiction 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,	As Mentioned in Page no. ____ to ____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO2. Analyze the social, political, and economic contexts of Victorian England as reflected in the works of Dickens, Hardy, and Eliot.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Victorian Fiction 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Modern Fiction 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Examine the origins and development of detective and science-fiction genres through the pioneering works of Shelley, Stevenson, and Doyle.	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 Detective Literature and Science-fiction 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15	



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V

BA SOCIOLOGY



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Semester- V

Course Code: OMT002
Course Title : Business Communication
Pre- requisite: Student should have acquire expert knowledge of practical and procedural aspects relating to Business Communication.

Rationale: 'It's all about the Tax!'
The students understanding of the provisions of income-tax law and goods and services tax law and to acquire the ability to apply such knowledge to make computations and address application-oriented issues. studying Direct & Indirect Tax Practices under the commerce should possess to develop the knowledge and skills to manage the Direct & of individuals, communities, and businesses. Students will develop the knowledge and skills necessary to calculate income, tax liabilities. Direct Tax Practices gives students the tools to make real life calculate total income, tax liabilities or receivable to or from government.

Course Outcomes:

- OMT002.1. To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.
- OMT002.2. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.
- OMT002.3. To understand and will be able to apply the Trade inquiries orders and their executions.
- OMT002.4. To understand banking, insurance, agency and E-correspondence of business .
- OMT002.5. To develop the ability to write a business report and give a presentation.



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Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
	0MT002	Business Communication	4	0	2	1	7	4

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self -Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	0MT002	Business Communication	15	20	5	5	5	50	50	100	

Course - Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1:To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO1.1: Differentiate between general communication and business communication by analyzing their distinct purposes, processes, and contexts.</p> <p>SO1.2: Describe the historical evolution of communication in India, highlighting key developments and their impact on modern communication practices.</p> <p>SO1.3: Explain the objectives, importance, and process of business communication, including the key principles that contribute to effective business communication.</p> <p>SO1.4: Evaluate communication ethics in business settings, applying ethical principles to various scenarios and identifying potential ethical dilemmas.</p>		<p>Unit 1: Introduction to Communication</p> <p>1.1 Introduction to Communication</p> <p>1.2 Communication vs. Business Communication</p> <p>1.3 History of Communication in India</p> <p>1.4 Objectives of Business Communication</p> <p>1.5 Importance of Business Communication</p> <p>1.6 Process of Business Communication</p> <p>1.7 Principles of Effective Business Communication</p> <p>1.8 Communication Ethics</p> <p>1.9 Non-Verbal Communication in Business</p> <p>1.10 Cross-Cultural Communication</p> <p>1.11 Digital Communication Trends</p> <p>1.12 Future Trends in Business Communication.</p>	<ul style="list-style-type: none"> Research and write a report on the evolution of communication technologies in India. Include a comparison between traditional and modern methods and their impact on business communication. Analyze a case study of a business that faced communication challenges. Identify the issues and propose solutions based on the principles of effective business communication

SW-1 Suggested Sessional Work (SW):

- Assignments:** Write a comparative analysis of general communication versus business communication, highlighting differences in objectives, processes, and contexts.
- Other Activities (Specify):** Participate in a group discussion on communication ethics in business. Present case examples where ethical issues were encountered and discuss possible resolutions.



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CO 2. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO2.1:Draft business letters for trade inquiries, orders, credit and status inquiries, and complaints, using appropriate formats and language for each type of correspondence.</p> <p>SO2.2:Analyze and respond to various business correspondence including collection letters, sales letters, and circular letters, ensuring clarity and professionalism.</p> <p>SO2.3:Design and implement effective business letter layouts, adhering to established formats and ensuring that the letters meet professional standards.</p> <p>SO2.4:Review and revise business letters and proposals, applying feedback to improve clarity, effectiveness, and adherence to business communication best practices.</p>	.	<p>Unit 2: Business Letters and Layout</p> <p>2.1 Introduction to Business Letters 2.2 Trade Inquiries and Orders 2.3 Credit and Status Enquiries 2.4 Complaints and Adjustments 2.5 Collection Letters 2.6 Sales Letters 2.7 Circular Letters 2.8 Business Letter Layout 2.9 Writing Effective Business Proposals 2.10 Letters of Recommendation and Reference 2.11 Handling Legal and Formal Business Correspondence 2.12 Review and Practice of Business Letter Writing</p>	<p><input type="checkbox"/> Draft a variety of business letters including trade inquiries, credit and status inquiries, complaints, and collection letters. Review and critique sample letters for clarity and effectiveness.</p> <p><input checked="" type="checkbox"/> Study different business letter formats (block, semi-block, modified block) and practice creating letters using each format. Evaluate the appropriateness of each format for different business scenario.</p>

SW-2 Suggested Sessional Work (SW):

a. Assignments: Prepare a portfolio of business letters for various purposes (e.g., trade inquiries, sales letters, circular letters) and evaluate their effectiveness based on layout and content.

b. Other Activities (Specify): Conduct a quiz on business letter formats and common mistakes. Discuss answers and best practices for letter writing.

CO 3. To understand and will be able to apply the Trade inquiries orders and their executions.



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Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	2
SL	1
Total	15

SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
<p>SO3.1:Compose accurate and professional banking correspondence, including requests and responses related to account management and transactions.</p> <p>SO3.2:Prepare effective insurance correspondence, such as policy documents, claims, and communications with insurers, ensuring compliance with industry standards.</p> <p>SO3.3:Draft agency correspondence for various purposes, including agreements and updates, demonstrating a clear understanding of agency relationships.</p> <p>SO3.4:Utilize e-correspondence tools and techniques for business communication, ensuring the security and effectiveness of digital communications in a professional context.</p>	.	<p>Unit 3: Correspondence in Different Domains</p> <p>3.1 Banking Correspondence 3.2 Insurance Correspondence 3.3 Agency Correspondence 3.4 Introduction to E-Correspondence 3.5 E-Correspondence in Business 3.6 E-Correspondence Security 3.7 Business Communication Through Social Media 3.8 Writing Effective E-Reports 3.9 Virtual Meetings and Correspondence 3.10 Handling Digital Complaints and Feedback 3.11 Integrating E-Correspondence with Traditional Communication 3.12 Review and Practice of E-Correspondence</p>	<p><input type="checkbox"/> Create and review examples of banking, insurance, and agency correspondence. Analyze the specific requirements and standards for each type.</p> <p><input type="checkbox"/> Explore various e-correspondence tools and platforms. Draft sample business emails and evaluate their effectiveness and adherence to best practices.</p>

SW-3 Suggested Sessional Work (SW):

a. Assignments: Write a series of business correspondence documents for banking, insurance, and agency purposes. Include a discussion of how each type adheres to industry standards.

b. Other Activities (Specify): Host a seminar on the use of e-correspondence tools in business. Include demonstrations and practical tips for effective digital communication.

CO 4. To understand banking, insurance, agency and E-correspondence of business.

Approximate Hours



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Item	Appx Hours
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
<p>SO4.1:Draft company secretarial correspondence, including agendas and minutes of meetings, demonstrating an understanding of formal communication requirements and procedures.</p> <p>SO4.2:Explain the meaning, types, and mechanics of report writing, including the organization and presentation of content in business reports.</p> <p>SO4.3:Create comprehensive business reports, incorporating accurate content and clear structure, and prepare effective presentations based on these reports.</p> <p>SO4.4:Review and edit reports for clarity, accuracy, and adherence to reporting standards, providing constructive feedback to enhance the quality of the reports.</p>		<p>Unit 4: Company Secretarial Correspondence and Report Writing</p> <p>4.1 Company Secretarial Correspondence 4.2 Agenda Preparation 4.3 Minutes of Meetings 4.4 Introduction to Report Writing 4.5 Mechanics of Report Writing 4.6 Content of Business Reports 4.7 Writing Executive Summaries 4.8 Types of Business Reports 4.9 Preparing Business Report Presentations 4.10 Report Writing in Different Contexts 4.11 Reviewing and Editing Reports 4.12 Practice and Feedback on Report Writing</p>	<p><input type="checkbox"/> Draft agendas and minutes for different types of meetings. Review and critique existing examples for accuracy and completeness.</p> <p><input type="checkbox"/> Participate in a workshop focusing on the mechanics of report writing. Practice creating reports and receiving feedback on structure and content.</p>

SW-4 Suggested Sessional Work (SW):

a. Assignments: Prepare agendas and minutes for hypothetical meetings, demonstrating the correct format and content for each type of document.

b. Other Activities (Specify): Conduct a mock meeting where students draft and present minutes and agendas. Review the effectiveness of these documents in capturing meeting discussions.

CO 5. To develop the ability to write a business report and give a presentation.



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Item	Appx Hours
CI	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(L I)	Classroom Instruction (CI)	(SL)
<p>SO5.1:Develop professional application letters and resumes tailored to specific job roles, showcasing the ability to present qualifications and experience effectively.</p> <p>SO5.2:Prepare and conduct mock interviews, applying various interview techniques and strategies to demonstrate effective responses and presentation skills.</p> <p>SO5.3:Create and deliver public speeches, utilizing essential public speaking techniques to engage and inform an audience effectively.</p> <p>SO5.4:Evaluate and improve public speaking performances, including handling Q&A sessions and using feedback to enhance speech delivery and effectiveness.</p>		<p>Unit 5: Job Applications and Public Speaking</p> <p>5.1 Writing Application Letters 5.2 Preparing an Effective Resume 5.3 Interview Techniques: Overview 5.4 Interview Preparation and Practice 5.5 Public Speaking Basics 5.6 Speech Preparation 5.7 Delivering a Speech 5.8 Evaluating Speech Effectiveness 5.9 Writing for Public Speaking 5.10 Handling Q&A Sessions 5.11 Advanced Public Speaking Techniques 5.12 Practice and Review of Public Speaking</p>	<p><input type="checkbox"/> Develop and revise a resume and application letter for a specific job position. Reflect on the effectiveness of the documents in presenting qualifications and experience.</p> <p>Prepare and deliver a short public speech on a given topic. Record and review the performance to identify strengths and areas for improvement.</p>

SW-5 Suggested Sessional Work (SW):

- a. Assignments:** Create a resume and cover letter tailored to a specific job description. Submit for feedback and revise based on provided comments.
b. Other Activities (Specify): Organize a mock interview session where students apply interview techniques and receive feedback on their performance.

Brief of Hours suggested for the Course Outcome



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Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1. To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.	12	2	1	15
CO 2. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	12	2	1	15
CO 3. To understand and will be able to apply the Trade inquiries orders and their execution.	12	2	1	15
CO 4. To understand banking, insurance, agency and E-correspondence of business.	12	2	1	15
CO 5. To develop the ability to write a business report and give a presentation.	12	2	1	15
Total Hours	60	10	5	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	UnitTitles	Marks Distribution			Total Marks
		R	U	A	
CO-1	To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.	01	01	03	05
CO-2	To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	01	01	03	05
CO-3	To understand and will be able to apply the Trade inquiries orders and their execution.	-	03	10	13
CO-4	To understand banking, insurance, agency and E-correspondence of business	-	03	10	13
CO-5	To develop the ability to write a business report and give a presentation.	01	03	10	14
Total		03	11	36	50

Legend: R: Remember,

U: Understand,

A: Apply

The end of semester assessment for Business communication will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:



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1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	Business Communication For Managers	Payal Mehra	Pearson	
2	Business Communication	Pradhan & Pradhan	Himalya Publications	
3	Business Communication	Manoj Kumar Gaur	KitabMahal	
4	Essentials of Business Communication	R. Pal	Sultan Chand & Sons	
5	Business Communication	Kaul Asha	PHI Learning	
6	Business Communication	M.K. Sha	Excel Books	
7	Contemporary Business Communication	Scot Ober	Dreamtech Press	
8	Business Communication	N.Gupta Jain	SahityaBhawan Publications	
9	Lecture note provided by Dept. of Commerce AKS University, Satna.			



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Cos,POs and PSOs Mapping

Course Title: B.A

Course Code:

Course Title: Business Communication

Course Outcomes	Program Outcomes										Program Specific Outcome				
	PO 1	PO 2	PO3	PO4	PO 5	PO6	PO 7	PO 8	PO9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
	Commerce and business related areas	Solving the problems	Profession related scenarios	Start-ups and entrepreneurial ventures:	Leadership qualities	Communication through different modes	Advance research in the field of	Decision making	Path ways programs	Environment and sustain ability:	Paraphrase the field of E Commerce	Articulate in the area of corporate sectors and	Enhance the skills of Entrepreneurial	Demonstrate knowledge in setting up ecommerce	Design the system and processes essentially
CO 1. To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.	3	2	1	1	1	1	3	1	1	1	3	3	1	2	1
CO 2. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	3	2	1	1	1	1	3	1	1	1	2	3	1	1	1
CO 3. To understand and will be able to apply the Trade inquiries orders and their execution.	3	2	1	2	1	1	3	1	2	1	3	3	2	1	1
CO 4. To understand banking, insurance, agency and E-correspondence of business	3	2	1	3	1	1	3	1	1	1	3	3	2	1	1
CO 5. To develop the ability to write a business report and give an presentation.	3	2	1	1	1	1	3	1	1	1	1	2	3	1	1

Legend: 1 –Slight (Low), 2 – Medium, 3 – High



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Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	(LI)	Classroom Instruction (CI)	Self-Learning (SL)
PO 1,2,3,4,5,6 7,8,9,10, PSO 1,2, 3, 4, 5	CO 1. To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.	SO1.1 SO1.2 SO1.3 SO1.4		Unit 1: Introduction to Communication 1,2,3,4,5,6,7,8,9,10,11,12.	
PO 1,2,3,4,5,6 7,8,9,10, PSO 1,2, 3, 4, 5	CO 2. To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.	SO2.1 SO2.2 SO2.3 SO2.4		Unit 2: Business Letters and Layout 1,2,3,4,5,6,7,8,9,10,11,12.	
PO 1,2,3,4,5,6 7,8,9,10, PSO 1,2, 3, 4, 5	CO 3. To understand and will be able to apply the Trade inquiries orders and their execution.	SO3.1 SO3.2 SO3.3 SO3.4		Unit 3: Correspondence in Different Domains 1,2,3,4,5,6,7,8,9,10,11,12.	
PO 1,2,3,4,5,6 7,8,9,10, PSO 1,2, 3, 4, 5	CO 4. To understand banking, insurance, agency and E-correspondence of business.	SO4.1 SO4.2 SO4.3 SO4.4		Unit 4: Company Secretarial Correspondence and Report Writing 1,2,3,4,5,6,7,8,9,10,11,12.	
PO 1,2,3,4,5,6 7,8,9,10, PSO 1,2, 3, 4, 5	CO 5. To develop the ability to write a business report and give a presentation.	SO5.1 SO5.2 SO5.3 SO5.4		Unit 5: Job Applications and Public Speaking 1,2,3,4,5,6,7,8,9,10,11,12.	



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Semester-V

Course Code: 01SO501

Course Title : Crime and Society

Pre-requisite: Student should have basic knowledge of Crime and Society

Rationale: This paper will develop an understanding of the concepts of crime, law and criminal justice system. Students will be able to understand crime rates, patterns and types of crime and punishment. They will know about social disorganization and the correctional process too.

Course Outcomes:

CO.1: course will make the students to discover and analyze the fundamental knowledge of crime

CO.2: Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimization;

CO.3: Identify and make use of different sources of media and other empirical data on crime and victimization, and assess its usefulness for

CO.4: Recognize the criminological importance of discrimination in shaping our understandings of crime and punishment;

CO.5: Understand the structure of the criminal justice system and the development of the institutions on which it is founded.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hour (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01SO501	Crime and Society	6	0	02	01	6	6

Legend: CI: Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
	01SO 501	Crime and Society	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: course will make the students to discover and analyze the fundamental knowledge of crime

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
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<p>SO1.1 Understand the Concept Crime and Criminals</p> <p>SO1.2 Understand the Concept of Classification of crime</p> <p>SO1.3 Understand the concept Major schools of crime causation-</p> <p>SO1.4 Understand the concept Geographical school</p> <p>SO1.5 Understand the concept Prevention and control of crime in India</p>	<p>Unit 1 Crime and Criminals 1.1 Meaning , 1.2 definition, 1.3 Characteristics 1.4 Classification of crime, 1.5 Tort, Sin. Vico, 1.6 Immorality 1.7 Causes of crime India 1.8 Major schools of crime causation- 1.9 Classical School 1.10 Geographical school 1.11 Typological school 1.12 Sociological school 1.13 Prevention and control of crime in India 1.14 Meaning , 1.15 Objectives 1.16 Main measures for prevention of crime 1.17 Role of Police in crime control 1.18 Compensation rules for crime victims</p>
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CO.2:- Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimization;

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
<p>SO2.1 Concept of Major Changing Profile of Crime-</p> <p>SO2.2 Understanding about the Organised crime</p> <p>SO2.3 Understanding about the White Collar crime</p> <p>SO2.4 Understanding the concept Measures for eradication</p> <p>SO2.5 Understanding about the Legislative measures for crime against children</p>	<p>.</p>	<p>Unit 2 Changing Profile of Crime- 2.1 Professional crime 2.2 Organized crime 2.3 White Collar crime 2.4 Cyber crime 2.5 Crime against children 2.6 Crime against women, 2.7 Types 2.8 ,caus 2.9 Measures for eradication 2.10 Legislative measures for crime against children and women 2.11 Professional , 2.12 Organized Crime, 2.13 White Collar Crime, 2.14 Cyber crime 2.15 Cybercrime and Digital Fraud 2.16 Organized Crime and Transnational Networks 2.17 Terrorism and Violent Extremism 2.18 White-Collar Crime and Corporate Fraud</p>	



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CO.3:Identify and make use of different sources of media and other empirical data on crime and victimisation, and assess its usefulness for

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Juvenile delinquency. SO3.2 Practical problem Juvenile Court SO3.3 Understanding the Juvenile Vagrancy- SO3.4 Understanding about Measures for eradication of the problem SO3.5 Understanding about Difference between Truancy.	.	Unit 3 Juvenile delinquency 3.1 meaning, 3.2 definition 3.3 Causes of Juvenile Delinquency 3.4 Prevention and remedies is Juvenile Delinquency 3.5 Related Reform institutions in India 3.6 Juvenile Court 3.7 Juvenile Vagrancy-Meaning, 3.8 definition and 3.9 causes 3.10 Measures for eradication of the problem 3.11 Juvenile Truancy, 3.12 definition, 3.13 Causes and Risk Factors of Juvenile Delinquency 3.14 Juvenile Justice System and Legal Framework 3.15 Impact of Family and Parenting on Juvenile Behavior 3.16 Peer Influence and Gang Involvement 3.17 Prevention Programs and Intervention Strategies 3.18 Role of Education and School Environment	

CO.4:Recognise the criminological importance of discrimination in shaping our understandings of crime and punishment;

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Punishment- SO4.2 Preparation of Theories of punishment SO4.3 Knowledge about the Penology SO4.4 Knowledge about the Probation and Parole- SO4.5 Knowledge about Advantages and disadvantages	.	Unit 4 Punishment 4.1 meaning, 4.2 definition, 4.3 Objectives 4.4 Theories of punishment 4.5 Capital punishment 4.6 Penology, 4.7 Meeting, 4.8 Scope of penology 4.9 Probation 4.10 Parole, 4.11 eligibility 4.12 conditions, 4.13 Advantages disadvantages 4.14 Types of Punishment 4.15 Incarceration, Fines, Community Service 4.16 Sentencing Guidelines and Judicial Discretion 4.17 Impact of Punishment on Recidivism 4.18 Human Rights and Ethical Considerations	

CO.5: Understand the structure of the criminal justice system and the development of the institutions on which it is founded.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Correctional Institution in India SO5.2 Preparation of Theory Prison SO5.3 Preparation of Concept Historical background of prison in India		Unit 5 Correctional Institution in India 5.1 Correctional Programs 5.2 Meaning , 5.3 Characteristics 5.4 Prison ,Meaning, 5.5 Definition , 5.6 Objectives 5.7 Historical background of prison in India 5.8 Human Rights	



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SO5.4 Understanding about management of prison		5.9 management of prison 5.10Prison reform 5.11 Open Prison: Meaning, Definition , Objective 5.12Prisoners Welfare Programs 5.13Structure and Organization of Prisons 5.14Inmate Rehabilitation and Reformation Programs 5.15Conditions and Facilities within Correctional Institutions 5.16Role of Correctional Officers and Staff Training 5.17Legal Rights and Protections for Inmates 5.18 Juvenile Detention Centers and Special Programs	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO.1: course will make the students to discover and analyze the fundamental knowledge of crime	18	02	01	21
CO.2: Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimization;	18	02	01	21
CO.3: Identify and make use of different sources of media and other empirical data on crime and victimization, and assess its usefulness for	18	02	01	21
CO.4: Recognize the criminological importance of discrimination in shaping our understandings of crime and punishment;	18	02	01	21
CO.5: Understand the structure of the criminal justice system and the development of the institutions on which it is founded.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Crime and Criminals	01	01	03	05
CO-2	Changing Profile of Crime-	01	01	03	05
CO-3	Juvenile delinquency	-	03	10	13
CO-4	Punishment	-	03	10	13
CO-5	Correctional Institution in India	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Crime and Society will be held with written examination of 50 marks



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Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition& Year
1	A - Z Criminology'	BanshiDharDwivedi	Centrum Press, New Delhi,	Revised edition edition 2009
2	Criminology & Penology	Prof. N.V. Paranjape	Central Law Publications	Revised edition edition 2001
3	Penology: Treatment of Offenders &Vietimology	Dr. Farhat Khan	Amar Law Publication's	Revised edition edition 2020
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna .			

Curriculum Development Team:

1. Dr.PushpaSoni,Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PSO1	PSO2	PSO3
Program Outcomes	The students acquire	The B.A. graduates will be acquainted	The program also empowers the graduates	The B. A. program enables the students to acquire the	The students will be ignited enough to	Programme provides the	Environment and	Ethics	Individual and team work	Communication	Project management	Life-long learning	Students will be able to Develop the sociological	Students will be able to think critically about	To Provide the students to understand	
CO1	3	3	3	2	2	2	1	2	3	3	3	3	3	3	3	3
CO2	3	3	3	2	2	2	1	2	2	2	2	3	2	2	2	2
CO3	3	3	2	2	1	2	1	1	2	2	2	2	3	3	3	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3	3
CO5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3	3

Course Curriculum Map

Pos & PSOs - No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1: course will make the students to discover and analyze the fundamental knowledge of crime	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Crime and Criminals 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2: Demonstrate a rudimentary understanding of how race, gender and age affect offending and victimization;	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Changing Profile of Crime- 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3: Identify and make use of different sources of media and other empirical data on crime and victimization, and assess its usefulness for	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Juvenile delinquency 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4: Recognize the criminological importance of discrimination in shaping our understandings of crime and punishment;	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Punishment 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5: Understand the structure of the criminal justice system and the development of the institutions on which it is founded.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Correctional Institution in India 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-V

Course Code: 05SO501

Course Title : Foundation of Sociological Thought

Pre-requisite: Student should have basic knowledge of Foundation of Sociological Thought

Rationale: Students would be able to gain knowledge about the emergence and development of Sociology and the pioneers of the subject like AugusteCompte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto etc. and some of their important classical theories along with the development of sociological thoughts in India.

Course Outcomes:

CO.1: Understanding the grand foundational themes of sociology.

CO.2: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge

CO.3: Karl Marx, Max Weber, some of their important classical theories along with the development of sociological thoughts in India.

CO.4: Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed

CO.5: Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society. Explain Marshiest perspective of B. R. Ambedkar,



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
	05SO511	Foundation of Sociological Thought	4	0	02	01	6	4

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Credits	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
	05SO 511	Founda tion of Sociolo gical Thought	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1:. Understanding the grand foundational themes of sociology.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Explanation of social thinking SO1.2 Understand the Concept of Renaissance. SO1.3 Understand the concept Economic Background of Sociological Thinking SO1.4 Understand the concept Historical Background of Sociological Thinking SO1.5 Understand the concept Indian background,		Unit 1 Unit – 1 Origin of social thinking: 1.1 Explanation of social thinking 1.2 Origin of social thinking 1.3 Indian background, 1.4 Renaissance. 1.5 Economic Background 1.6 Sociological Thinking 1.7 Historical Background 1.8 Sociological Thinking 1.9 Sociological Thinking, 1.10 Impotence 1.11 Economic Background, 1.12 Impotence	

CO.2:- Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Major grounders of sociology: SO2.2 Understanding about the SO2.3 Understanding about the Concept of Sociology.	.	Unit 2 Major grounders of sociology: 2.1 Major grounders of sociology 2.2 Introduction 2.3 Contribution 2.4 August Comte: 2.5 Concept of Sociology.	



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<p>SO2.4 Understanding the concept The Law of three Stages of Thinking.</p> <p>SO2.5 Understanding about the theory of Suicide.</p>		<p>2.6 The Law of three Stages of Thinking.</p> <p>2.7 Emile Durkheim.</p> <p>2.8 Social Fact,</p> <p>2.9 Theory of Suicide.</p> <p>2.10Herbert Spencer:</p> <p>2.11Theory of social evolution,</p> <p>2.12Social Fact,</p>	
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CO.3: Karl Marx, Max Weber, some of their important classical theories along with the development of sociological thoughts in India.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of: Major Sociological Thinkers:</p> <p>SO3.2 Practical problem Theory of Ideal Type</p> <p>SO3.3 Understanding the Karl Marks Theory of Surplus Value</p> <p>SO3.4 Understanding about Theory of Social Action</p> <p>SO3.5 Understanding about Concept of Social System</p>	.	<p>Unit 3</p> <p>Unit - III</p> <p>Major Sociological Thinkers:</p> <p>3.1 Major Sociological Thinkers</p> <p>3.2 Introduction</p> <p>3.3 Contribution</p> <p>3.4 Karl Marks</p> <p>3.5 Theory of Surplus Value,</p> <p>3.6 Theory of Dialectical Materialism</p> <p>3.7 Max Weber.</p> <p>3.8 Theory of Ideal Type.</p> <p>3.9 Theory of Social Action</p> <p>3.10Talcott Parsons:</p> <p>3.11Concept of Social System,</p> <p>3.12Theory of Social Action.</p>	

CO.4: Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Leading Indian Sociologist: SO4.2 Preparation of Radhakamal Mukherjee : SO4.3 Knowledge about the Society SO4.4 Knowledge about the Indian Culture SO4.5 Knowledge about Irawatkarwey kinship Organization in India.	.	Unit 4 Unit - IV Leading Indian Sociologist: 4.1 Leading Indian Sociologist 4.2 Introduction 4.3 Contribution 4.4 Radhakamal Mukherjee: 4.5 Personality, 4.6 Society 4.7 Values, 4.8 Indian Culture 4.9 Civilization 4.10 Irawatkarwey kinship Organization in India. 4.11 Yogendra Singh, 4.12 Modernization of Indian Tradition's.	

AC 101.5: Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society. Explain Marxist perspective of B. R. Ambedkar,

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Mohandas Karamchand Gandhi: SO5.2 Preparation of Theory of Trustiship SO5.3 Preparation of Concept of Ideal society. SO5.4 Understanding about Ideological background and		Unit 5 Unit – V Prominent Indian social thinker: 5.1 Prominent Indian social thinker 5.2 Introduction 5.3 Contribution 5.4 Mohandas Karamchand Gandhi: 5.5 Concept of Gramswaraj. 5.6 Theory of Trustiship 5.7 Bhimrao Ambedkar. 5.8 Social Empowerment. 5.9 Swami Vivekanand: 5.10 Concept of Nationalism, 5.11 Concept of Ideal society. 5.12 Jyotiba Phule:	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO.1: Understanding the grand foundational themes of sociology.	12	02	01	15
CO.2: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge	12	02	01	15
CO.3: Karl Marx, MaxWeber, some of their important classical theories along with the development of sociological thoughts in India.	12	02	01	15
CO.4: Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed	12	02	01	15
CO.5: Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society. Explain Marshiest perspective of B. R. Ambedkar,	12	02	01	15
Total Hours	60	10	05	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Origin of social thinking:	01	01	03	05
CO-2	Major grounders of sociology:	01	01	03	05
CO-3	Major Sociological Thinkers:	-	03	10	13
CO-4	Leading Indian Sociologist:	-	03	10	13
CO-5	Prominent Indian social thinker:	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Foundation of Sociological Thought will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



A K S University

Faculty of Social Science and Humanities

Department of Arts

Curriculum of BA/ BA (Hon's) Program

(Revised as on 01 August 2023)

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Sociological Thinkers and Theories	Rawat. HK,	Rawat Publication Jaipur	Revised edition edition 2009
2	Major social and cultural thinkers	Doshi, M.L. And Jain, Shri.G.,	Rawat Publication Jaipur	Revised edition edition 2001
3	Sociological Thought	Mukherjee, R.N.,	NVPD. Spindini	Revised edition edition 2020
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			

Curriculum Development Team:

1. Dr.PushpaSoni,Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. UshaDwivedi ,Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr.Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO 2	PSO3
Program Outcomes	The students acquire knowledge in the field of	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates to prepare for various	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for	Programme provides the base to be the responsible	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills	Students will able to think critically about society and	To Provide the students to understand various culture religion and society in
CO1	3	1	3	2	2	2	1	2	3	3	3	3	3	2	2
CO2	2	3	3	2	2	1	1	2	2	2	1	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	3	3
CO4	2	2	2	2	2	2	1	2	1	2	1	2	3	2	3
CO5	2	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

Pos& PSOs - No.	COsNo. &Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instructin (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7 ,8,9,10,11,1 2 PSO:1,2,3	CO.1: Understanding the grand foundational themes of sociology.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Origin of social thinking: 1.1,1.2,1.3,1.4,1.5,1.6,1.7, 1.8,1.9,1.10,1.11,1.12	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO.2: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Major grounders of sociology: 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2 .8,2.9,2.10,2.11,2.12	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO.3: Karl Marx, MaxWeber,some of their important classical theories along with the development of sociological thoughts in India.	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Major Sociological Thinkers: 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3 .8,3.9,3.10,3.11,3.12,	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO.4: Understand how theories reflect the historical and social contexts of the times and cultures in which they are developed	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Leading Indian Sociologist: 4.1,4.2,4.3,4.4,4.5,4.6,4.7 ,4.8,4.9,4.10,4.11,4.12	
PO: 1,2,3,4,5,6 ,7,8,9,10,1 1,12 PSO: 1,2,3	CO.5: Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society. Explain Marshiest perspective of B. R. Ambedkar,	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Prominent Indian social thinker: 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5 .8,5.9,5.10,5.11,5.12	



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AKS University

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Department of Arts

Curriculum of B.A (Sociology) Program

(Revised as on 1.8.2023)

Semester-V

Course Code: 05SO502

Course Title : Gender and Society

Pre-requisite: Student should have basic knowledge of Gender and Society

Rationale:

The proposed certificate course in “Gender and Society” is an additional qualification and personality development course for the students of Arts and Humanities (under graduate, postgraduate or professionals course) which will provide insightful understanding of gender related aspects and issues.

Course Outcomes:

CO1. To help the learners to understand the basic concepts related with gender and society.

CO2. To enhance knowledge on wider issues of sexuality, body, gender and related aspects for better understanding.

CO3. To describe how gendered inequalities as social exclusions are differently expressed across different institutional domains.

CO4. To explain the meaning and impact of Sexual Division of Labour, To learn about Socialization practice.

CO5 Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories Develop interpersonal, leadership and teamwork skills in group activities



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hour (CI+LI+SW+SL)	
	05SO512	Gender and Society	4	0	02	01	7	4

- Legend:**
- CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
 - LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
 - SW:** Sessional Work (include assignment, seminar, mini project etc.),
 - SL:** Self Learning,
 - C:** Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)				
	05SO512	Gender and Society	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1: To help the learners to understand the basic concepts related with gender and society.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO1.1 Understand the Concept Gender and Society SO1.2 Understand the Concept of Gender Vs Biology SO1.3 Understand the concept Gender based Socialization SO1.4 Understand the concept Gender based division of Labour : Work, Production and Reproduction		Unit 1 Gender and Society 1.1 Gender 1.2 Meaning, 1.3 Scope, 1.4 Nature 1.5 Concept of Society 1.6 Concept of Gender 1.7 Gender Vs Biology 1.8 Gender based Socialization 1.9 Gender based division of Labour : 1.10 Work, 1.11 Production and 1.12 Gender and Politics	

CO.2:- To enhance knowledge on wider issues of sexuality, body, gender and related aspects for better understanding.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Concept of Gender stereotyping and socialization SO2.2 Understanding about the Gender role and identity SO2.3 Understanding about the Gender Stratification SO2.4 Understanding the concept Gender discrimination and patriarchy SO2.5 Understanding about the Production of Masculinity and Femininity	.	Unit 2 Gender as a Social Construct 2.1 Gender stereotyping and 2.2 Socialization 2.3 Gender role 2.4 identity 2.5 Gender Stratification 2.6 Gender discrimination 2.7 patriarchy 2.8 Production of Masculinity 2.9 Femininity 2.10 Gender as a Social Construct 2.11 Historical Evolution of Gender Constructs 2.12 Gender Binary vs. Non-binary	



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CO.3: To describe how gendered inequalities as social exclusions are differently expressed across different institutional domains.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Gender: Differences and Inequalities SO3.2 Understanding the Class, Caste SO3.3 Understanding about Family, Work SO3.4 Understanding about Sexual violence, Third Gender	.	Unit 3 Gender: Differences and Inequalities 3.1 Class, 3.2 Caste 3.3 Family, 3.4 Work 3.5 Third Gender 3.6 Sexual violens 3.7 Political Representation 3.8 Violence and Abuse 3.9 Legal Rights and Protections 3.10 Workplace Discrimination 3.11 Social Mobilit 3.12 Intersectional Inequalities	

CO.4: To explain the meaning and impact of Sexual Division of Labour, to learn about Socialization practice.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Social Institutions and Gender SO4.2 Preparation of Rape, Dowry and Domestic Violence SO4.3 Knowledge about the Sexual Harassment,	.	Unit 4 Social Institutions and Gender 4.1 Family, 4.2 Marriage, 4.3 Divorce, 4.4 Adoption, 4.5 Health,	



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SO4.4 Knowledge about the Violence SO4.5 Knowledge about Contemporary Gender Issues		4.6 Education, 4.7 Property. 4.8 Contemporary Gender Issues 4.9 Rape, 4.10 Dowry 4.11 Domestic Violence, 4.12 Prostitution,	
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CO.5: Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories Develop interpersonal, leadership and teamwork skills in group activities

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Health, education and property rights SO5.2 Preparation of Women Political Participation SO5.3 Preparation of Concept Gender and Development Approaches -WAD, WID and GAD SO5.4 Understanding about Impact of Development Programmers on Women Status		Unit 5 Gender and Development: 5.1 Health, 5.2 education 5.3 property rights, 5.4 Women Political Participation 5.5 Gender and Development 5.6 Approaches -WAD, WID and GAD. 5.7 Impact of Development Programmers on Women Status 5.8 Gender Mainstreaming 5.9 Women's Empowerment 5.10 Gender-responsive Budgeting 5.11 Gender and Education Access 5.12 Gender and Health Outcome	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1. To help the learners to understand the basic concepts related with gender and society.	12	02	01	15
CO2. To enhance knowledge on wider issues of sexuality, body, gender and related aspects for better understanding	12	02	01	15
CO3. To describe how gendered inequalities as social exclusions are differently expressed across different institutional domains.	12	02	01	15
CO4. To explain the meaning and impact of Sexual Division of Labour, To learn about Socialization practice	12	02	01	15
CO5 Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories Develop interpersonal, leadership and teamwork skills in group activities	12	02	01	15
Total Hours	60	10	05	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Gender and Society	01	01	03	05
CO-2	Gender as a Social Construct	01	01	03	05
CO-3	Gender: Differences and Inequalities	-	03	10	13
CO-4	Social Institutions and Gender	-	03	10	13
CO-5	Gender and Development:	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Crime and Society will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Sex, Gender and Society	Oakley, Ann.	New York, Harper and Row	Revised edition 1972
2	Fifty Key Concepts in Gender Studies	Pilcher, J and Whelehan, I.	London: Sage	Revised edition 2004
3	Gender- A Sociological Reader	Jacks, Stevi and Sue Scitt.	London: Rotledge.	Revised edition 2002
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			

Curriculum Development Team:

1. Dr.PushpaSoni,Assistant Professor, Department of Arts
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3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. UshaDwivedi ,Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr.Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO 2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with human values forming the base to deal with	The students will be ignited enough to think and act over for the solution of	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
CO1	3	3	3	2	2	2	1	2	3	3	3	3	3	3	3
CO2	3	3	3	2	2	2	1	2	2	2	2	3	2	2	2
CO3	3	3	2	2	1	2	1	1	2	2	2	2	3	3	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
CO5	3	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

Pos & PSOs - No.	Cos No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO1. To help the learners to understand the basic concepts related with gender and society.	SO1:1 SO1:2 SO1:3 SO1:4		Unit-1 Gender and Society 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO2. To enhance knowledge on wider issues of sexuality, body, gender and related aspects for better understanding	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Gender as a Social Construct 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO3. To describe how gendered inequalities as social exclusions are differently expressed across different institutional domains.	SO3:1 SO3:2 SO3:3 SO3:4		Unit-3: Gender: Differences and Inequalities 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO4. To explain the meaning and impact of Sexual Division of Labour, To learn about Socialization practice	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Social Institutions and Gender 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO5 Understand interrelatedness of gender, race, ethnicity, class, disability, sexuality, age, religion, and other social categories Develop interpersonal, leadership and teamwork skills in group activities	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Gender and Development: 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Course Code:	06SO551
Course Title :	Field Project
Pre-requisite:	BA (Bachelor of Arts) students, a pre-requisite field project often involves practical application of theoretical knowledge gained during their course.
Rationale:	Field projects are integral to BA programs, providing students with a comprehensive learning experience that bridges academic knowledge and practical application. By undertaking field projects, students enhance their research skills, gain professional experience, improve their employability, and contribute to their personal and academic growth.

Semester-V

Course Outcomes:

06HI551.1: Apply academic knowledge to real-world business tasks and challenges.

06HI551.2: Demonstrate the ability to analyse and propose solutions to business problems.

06HI551.3: Display professional behaviour and ethical decision-making in a business setting.

06HI551.4: Communicate subject information clearly and effectively in both written and oral forms.

06HI551.5: Collaborate with team members to achieve social, political objectives.

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
PJT		Field Project	0	12	0	0	12	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other Locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),



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SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory:

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA +CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
PJT		Field Project	-	-	-	-	-	-	-	100	

Course Detailing:

During 5th Semester students will undergo a Field Project of 45 days in industries and markets. The 45-day field project in the BA program offers students a practical and immersive learning experience aimed at bridging academic knowledge with real-world applications. Through this project, students have the opportunity to engage directly with industry practices, apply theoretical concepts in practical settings, and develop essential skills crucial for their professional development. Under the guidance of experienced mentors and faculty advisors, students undertake meaningful projects, conduct research, analyse data, and propose solutions to challenges in the field of Social Science, thereby gaining valuable insights into organizational dynamics and operational strategies. This hands-on experience not only enhances their academic learning but also prepares them to effectively navigate complexities in their future careers, fostering critical thinking, teamwork, and leadership capabilities essential in today's competitive business environment.



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Guideline for Making a Field Project Report:

- 1. Cover Page:** Include the title of your report, your name, Field Project start and end dates, name of your university, department, and the name of the organization where you completed the Field Project.
- 2. Table of Contents:** List all the main sections and subsections of your report with corresponding page numbers for easy navigation.
- 3. Executive Summary:** Provide a brief overview of your Field Project experience, including the organization's background, your roles and responsibilities, major projects or tasks undertaken, key achievements, and a summary of your overall learning outcomes.
- 4. Introduction:** Introduce the purpose of the Field Project report, your objectives for the Field Project, and the methodology used (if applicable, e.g., research methods, data collection techniques).
- 5. Organization Overview:** Describe the organization where you completed your Field Project, including its history, mission, organizational structure, products/services offered, target market, and any other relevant details.
- 6. Field Project Experience:**
 - **Roles and Responsibilities:** Detail your specific roles, responsibilities, and projects/tasks assigned during the Field Project.
 - **Skills Developed:** Discuss the skills you gained or improved upon during the Field Project (e.g., technical skills, soft skills, industry-specific knowledge).
 - **Challenges Faced:** Describe any challenges or obstacles encountered during your Field Project and how you addressed them.
 - **Achievements:** Highlight notable achievements, contributions, or projects completed during your Field Project, emphasizing the impact of your work on the organization.
- 7. Learning Outcomes:** Reflect on your learning outcomes and personal development during the Field Project. Discuss how the experience contributed to your academic and career goals.
- 8. Analysis and Evaluation:** Analyze the strengths and weaknesses of the organization's operations or processes you observed during the Field Project. Provide constructive feedback or recommendations for improvement.



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- 9. Conclusion:** Summarize the key points of your Field Project experience, reiterate the significance of your contributions, and reflect on the overall value of the Field Project towards your professional development.
- 10. Recommendations (if applicable):** Provide recommendations for the organization based on your observations and experiences during the Field Project.
- 11. References/Bibliography:** Include any sources referenced or cited throughout your Field Project report using appropriate citation style (e.g., APA, MLA).
- 12. Appendices:** Include any supplementary materials such as project reports, presentations, certificates of completion, or any other relevant documents that support your Field Project experience.



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VI

BA SOCIOLOGY



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AKS University
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Curriculum of B.A (Sociology) Program
(Revised as on 1.8.2023)

Semester-VI

Course Code: 01SO601
Course Title : Major Sociological Thinkers
Pre-requisite: Student should have basic knowledge of Major Sociological Thinkers

Rationale: Students would be able to gain knowledge about the emergence and development of Sociology and the pioneers of the subject like AugusteCompte, Karl Marx, Emile Durkheim, Max Weber, Vilfredo Pareto etc. and some of their important classical theories along with the development of sociological thoughts in India.

Course Outcomes:

CO1: Students would be able to gain knowledge about the emergence and development of Sociology

CO.2: Explain contributions of Emile Durkheim. Describe the contribution of Herbert Spence

CO.3:Elaborate on contributions of Max Wabe, Analyse life & Major works of Karl Mark

CO.4:Learn about structural functional perspective of S. C. Dubey, Radhaamal Mukherjee, GovindSadashivGhuriye

CO.5: Explain Marshiest perspective of B. R. Ambedkar, Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society.



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Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
	01SO601	Major Sociological Thinkers	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar (SA)	Class Activity (CA)	Class Attendance (AT)				
	01SO601	Major Sociological Thinkers	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO1: Students would be able to gain knowledge about the emergence and development of Sociology



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Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	02
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Social thought in Indian tradition SO1.2 Understand the Concept of Renaissance SO1.3 Understand the concept Social Impact of Industrial revolution and SO1.4 Understand the concept capitalism SO1.5 Understand the concept Social Impact of the French revolution		Unit 1 Emergence of social thinking: 1.1 Social thought in Indian tradition 1.2 Renaissance 1.3 Social Impact of Industrial revolution and 1.4 Capitalism 1.5 Social Impact of the French revolutio 1.6 Early Sociological Theorie 1.7 Classical Sociological Theories 1.8 Marxism and Class Struggle 1.9 Functionalism 1.10 Symbolic Interactionism 1.11 Feminist Social Theory 1.12 Postmodernism in Sociology 1.13 Social Constructionism 1.14 Critical Theory 1.15 The Chicago School 1.16 Structuralism 1.17 Conflict Theory 1.18 Contemporary Sociological Perspectives	

CO.2:- Analyse life & Major works of Karl Mark. Explain contributions of Emile Durkheim. Describe the contribution of Herbert Spence

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Hierarchy of Sciences, SO2.2 Understanding about the Theory of suicide Mechanical SO2.3 Understanding about the Organic Solidarity	.	Unit 2 Unit –II Major Propounders of Sociology: 2.1 Introduction 2.2 Contribution 2.3 August Comte 2.4 Founder of Sociology 2.5 Law of Three Stages	



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<p>SO2.4 Understanding the concept Theory of Social Evolution,</p> <p>SO2.5 Understanding about the Organic theory of Society</p>		<p>2.6 Hierarchy of Sciences, 2.7 Law of three stages 2.8 Emile Durkheim. 2.9 Functionalism 2.10 Social Facts 2.11 Theory of suicide Mechanical and 2.12 Organic Solidarity 2.13 Herbert Spencer: 2.14 Social Darwinism 2.15 Survival of the Fittest 2.16 Theory of Social Evolution, 2.17 Organic theory of Society</p>	
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CO.3: Elaborate on contributions of Max Wabe, Analyse life & Major works of Karl Mark

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO3.1 Meaning and concept of Leading Thinkers of Sociology: SO3.2 Practical problem related Max Weber Theory of Social Action, SO3.3 Understanding the Karl Marks Theory of Dialectical Materialism. SO3.4 Understanding about Theory of Economic Determinism SO3.5 Understanding about Concept of Deviation</p>	<p>.</p>	<p>Unit 3 Unit- III Leading Thinkers of Sociology: 3.1 Introduction 3.2 Contribution 3.3 Life History 3.4 Max Weber 3.5 Verstehen 3.6 Protestant Ethic 3.7 Theory of Social Action, 3.8 concept of Bureaucracy 3.9 Karl Marks 3.10 Conflict Theory 3.11 Historical Materialism 3.12 Theory of Dialectical Materialism. 3.13 Theory of Economic Determinism 3.14 Robertk Merton: 3.15 Middle-range Theories 3.16 Role Model 3.17 Functional perspective, 3.18 Concept of Deviation</p>	



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CO4: Learn about structural functional perspective of S. C. Dubey ,Radhaamal Mukherjee, GovindSadashivGhuriye

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO4.1 Understanding about Radhakamal Mukherjee: Sociology of values,</p> <p>SO4.2 Preparation of Indian culture and civilization.</p> <p>SO4.3 Knowledge about the National unity and Integration,</p> <p>SO4.4 Knowledge about the caste and race in India.</p> <p>SO4.5 Knowledge about tradition and change</p>	.	<p>Unit 4</p> <p>Pioneers of Indian Sociology</p> <p>4.1 Radhakamal Mukherjee</p> <p>4.2 Methodology</p> <p>4.3 Historical Sociology</p> <p>4.4 Sociology of values,</p> <p>4.5 Indian culture and civilization</p> <p>4.6 GovindSadashivGhuriye:</p> <p>4.7 National unity and Integration,</p> <p>4.8 caste and race in India.</p> <p>4.9 ShyamacharnDubey</p> <p>4.10 Indian Village Studies</p> <p>4.11 Tradition and Development:</p> <p>4.12 Indian rural structure,</p> <p>4.13 tradition and change</p> <p>4.14 M. N. Srinivas</p> <p>4.15 Sanskritization</p> <p>4.16 Dominant Caste</p> <p>4.17 Yogendra Singh</p> <p>4.18 Modernization of Indian Tradition</p>	

CO.5: Explain Marxist perspective of B. R. Ambedkar, Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO5.1 Understand about the Prominent Indian social thinkers:</p> <p>SO5.2 Preparation of Mohandas Karamchand Gandhi Concept of Sarvodaya,</p> <p>SO5.3 Preparation of Social Justice Empowerment</p> <p>SO5.4 Understanding about JyotibaPhule Ideological background</p>	<p>A K S University Faculty of Social Science and Humanities Department of Arts Curriculum of BA/BA (Hon's) Program (Revised as on 01 August 2023)</p>	<p>Prominent Indian social thinkers:</p> <p>5.1 Introduction</p> <p>5.2 Contribution</p> <p>5.3 Mohandas Karamchand Gandhi</p> <p>5.4 Concept of Sarvodaya,</p> <p>5.5 Theory of Trusteeship</p> <p>5.6 Bhimrao Ambedkar</p> <p>5.7 Social Justice Empowerment</p> <p>5.8 Swami Vivekanand</p> <p>5.9 concept of Nationalism,</p> <p>5.10concept of Ideal society.</p> <p>5.11JyotibaPhule</p> <p>5.12Ideological background and</p> <p>5.13social contribution</p> <p>5.14Savitri Bai Phule:</p> <p>5.15Ideological background and</p> <p>5.16social contribution</p> <p>5.17Social Reformers of the 19th Century</p> <p>5.18Indian Nationalists</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO1: Students would be able to gain knowledge about the emergence and development of Sociology	18	02	01	21
CO.2: Explain contributions of Emile Durkheim. Describe the contribution of Herbert Spence	18	02	01	21
CO.3: Elaborate on contributions of Max Wabe, Analyse life & Major works of Karl Mark	18	02	01	21
CO.4: Learn about structural functional perspective of S. C. Dubey , Radhaamal Mukherjee, GovindSadashivGhuriye	18	02	01	21
CO.5: Explain Marshiest perspective of B. R. Ambedkar, Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Emergence of social thinking:	01	01	03	05
CO-2	Major Propounders of Sociology:	01	01	03	05
CO-3	Leading Thinkers of Sociology	-	03	10	13
CO-4	Pioneers of Indian Sociology	-	03	10	13
CO-5	Prominent Indian social thinkers:	01	03	10	14
Total		03	12	36	50

Legend: R: Remember,

U: Understand,

A: Apply

The end of semester assessment for Major Sociological Thinkers will be held with written examination of 50 marks



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Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Modern Sociological Thinkers	Doshi, S.L.	Rawat Publication Jaipur	Revised edition edition 2010
2	Indian Sociological Thought	Lastly.B.K.	Rawat Publication Jaipur	Revised edition edition 1989
3	Principal of Sociology	Rao Shankar, C.N.	SChandand Company Delhi	Revised edition edition 1965
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			

Curriculum Development Team:

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2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates to connect for various	The B. A. program enables the students to acquire the knowledge	The students will be ignited enough to think and act	Programme provides the base to be the	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills	Students will able to think critically about	To Provide the students to understand various culture religion and
CO1	3	3	3	2	2	2	1	2	3	3	3	3	2	2	2
CO2	1	3	3	2	2	2	1	2	2	2	2	3	2	2	2
CO3	3	3	2	2	1	2	1	1	2	2	2	2	3	1	1
CO4	2	3	2	2	2	2	1	2	1	2	1	2	3	3	2
CO5	3	3	2	2	1	2	1	1	2	2	2	3	3	2	3

Course Curriculum Map

Pos & PSOs -No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO1: Students would be able to gain knowledge about the emergence and development of Sociology	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Emergence of social thinking: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2: Explain contributions of Emile Durkheim. Describe the contribution of Herbert Spence	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Major Propounders of Sociology: 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3: Elaborate on contributions of Max Wabe, Analyse life & Major works of Karl Mark	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Leading Thinkers of Sociology 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4: Learn about structural functional perspective of S. C. Dubey , Radhaamal Mukherjee, GovindSadashivGhuriye	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Pioneers of Indian Sociology 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5: Explain Marshiest perspective of B. R. Ambedkar, Understand the concept and contributions of Mahatma Gandhi in the reform of Indian society.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Prominent Indian social thinkers: 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VI

Course Code: 05SO601

Course Title : Social Demography

Pre-requisite: Student should have basic knowledge of Social Demography

Rationale: This course provides an understanding of the interrelation between population and society. it also provides an idea about population dynamics and its impact on society. Studying the course, the students

Course Outcomes:

CO.1: Understand the conceptual clarity and theoretical framework and perspectives with regard to demography.

CO.2: Understand the concept of demographic indicators and interpret theories of population growth.

CO.3: Understand the concept of fertility, mortality and migration in the demographic processes

CO.4:Analyze population control in terms of social needs and appreciate population control measures and their implementation

CO.5: Learn about the various policies and programmes adopted in the country to check population

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
	05SO601	Social Demography	4	0	02	01	7	4

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
	05SO 601	Social Demography	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: Understand the conceptual clarity and theoretical framework and perspectives with regard to demography.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	0
Total	15

Session Outcomes	(LI)	Classroom Instruction	(SL)
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(SOs)		(CI)	
SO1.1 Understand the Concept Demography Sociological Perspective SO1.2 Understand the Concept of Subject Matter SO1.3 Understand the concept Relation of Demography with Sociology SO1.4 Understand the concept Nature of Demography, SO1.5 Understand the concept Method of Collection of Population Data		Unit 1 Demography Sociological Perspective 1.1 Demography 1.2 Concept 1.3 Nature 1.4 Subject Matter 1.5 Importance 1.6 Relation of Demography with Sociology 1.7 Method of Collection of Population Data 1.8 History of Demographic Study in India 1.9 Demography, 1.10 Nature of Demography, 1.11 Method of Collection of Population Data 1.12 Population Growth	

CO.2:- Understand the concept of demographic indicators and interpret theories of population growth.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Major Theories of Population SO2.2 Understanding about the New Malthusianism SO2.3 Understanding about the Biological Theories of Population SO2.4 Understanding the concept Socio-Culture and Economic theories of Population SO2.5 Understanding about the Economic theories of Population	.	Unit 2 Unit – II Theories of Population 2.1 Malthusian Theory of Population 2.2 New Malthusianism 2.3 Optimum Theory of Population 2.4 Biological Theories of Population 2.5 Socio-Culture Economic theories of Population 2.6 Malthusian Theory 2.7 Demographic Transition Theory 2.8 Marxist Theory 2.9 Neo-Malthusian Theory 2.10 Optimum Population Theory 2.11 Population Momentum Theory 2.12 Theory of Demographic Trap	

CO.3: Understand the concept of fertility, mortality and migration in the demographic processes



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Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

CO.4: Analyze population control in terms of social needs and appreciate population control

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Fertility, SO3.2 Practical problem Mortality SO3.3 Understanding the Morbidity SO3.4 Understanding about Measurement of Mortality SO3.5 Understanding about Importance of the Study of Morbidity	.	Unit 3 Unit – III Fertility, Mortality, Morbidity 3.1 Fertility, 3.2 Mortality 3.3 Morbidity 3.4 Fertility 3.5 concepts 3.6 Factor Affecting Fertility 3.7 Measurement of Fertility 3.8 Mortality: 3.9 Concept 3.10 Factor Affecting Mortality 3.11 Measurement of Mortality 3.12 Morbidity	

measures and their implementation

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Census in India SO4.2 Preparation of Composition of Indian Population SO4.3 Knowledge about the Density of Population SO4.4 Knowledge about the Working Population SO4.5 Knowledge about Rural and Urban Population	.	Unit 4 Unit - IV Census in India 4.1 History of Census in India Concept 4.2 Administrative Structure 4.3 Composition of Indian Population: 4.4 Census in India 4.5 Size, 4.6 Density of Population 4.7 Birth Rate 4.8 Death rate 4.9 Sex Ratio,	



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		4.10 Youth Population 4.11 Working Population 4.12 Literacy rate.	
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CO.5: Learn about the various policies and programmes adopted in the country to check population

Item	Appx Hours
CI	12
LI	0
SW	02
SL	0
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Family Welfare programmers SO5.2 Preparation of Theory Population Policy SO5.3 Preparation of Concept National population policy-2000 SO5.4 Understanding about Evaluation of Family Welfare programme		Unit 5 Population Policy and Family Welfare programmers 5.1 Population Policy, 5.2 Concept, 5.3 Objectives 5.4 National population policy-2000 5.5 family planning 5.6 welfare programme, 5.7 Concept, 5.8 Need 5.9 Constitutional Provision 5.10 Evaluation 5.11 Family Welfare programme 5.12 Population Educations	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO.1: Understand the conceptual clarity and theoretical framework and perspectives with regard to demography.	12	02	01	15
CO.2: Understand the concept of demographic indicators and interpret theories of population growth.	12	02	01	15
CO.3: Understand the concept of fertility, mortality and migration in the demographic processes	12	02	01	15
CO.4: Analyze population control in terms of social needs and appreciate population control measures and their implementation	12	02	01	15
CO.5: Learn about the various policies and programmes adopted in the country to check population	12	02	01	15
Total Hours	60	10	05	75



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Demography Sociological Perspective		01	03	05
CO-2	Theories of Population		01	03	05
CO-3	Fertility, Mortality, Morbidity		03	10	13
CO-4	Census in India		03	10	13
CO-5	Population Policy and Family Welfare programmers		03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Social Demography will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

Suggested Instructional/Implementation Strategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	social demography	Gupta Samir Das	Darling Kindersley India Private Limited	Revised edition edition 1994
2	Demography Publication	Jhingan ML. Bhatt B.K. Desai JN	VrindaPublication private limited	Revised edition edition 2011
3	an introduction to social demography	Premi MK	Vikas publishing house Delhi	Revised edition edition 1983
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			



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Curriculum Development Team:

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3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. UshaDwivedi , Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr. Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological	The program also empowers the graduates to appear for various competitive examinations or choose the most suitable programme of their choice	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will be able to Develop the sociological knowledge and skills.	Students will be able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
CO1	3	2	3	2	2	2	1	2	3	3	3	3	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	2	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
CO5	3		2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

Pos& PSOs -No.	COsNo. &Titles	Sos No.	Laboratory Instruction (LI)	Classroom in Instructin (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1: Understand the conceptual clarity and theoretical framework and perspectives with regard to demography.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Demography Sociological Perspective 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2: Understand the concept of demographic indicators and interpret theories of population growth.	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Theories of Population 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3: Understand the concept of fertility, mortality and migration in the demographic processes	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Fertility, Mortality, Morbidity 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4: Analyze population control in terms of social needs and appreciate population control measures and their implementation	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Census in India 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5: Learn about the various policies and programmes adopted in the country to check population	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Population Policy and Family Welfare programmers 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Curriculum of B.A (Sociology) Program

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Semester-VI

Course Code: 05SO602

Course Title : Industrial Sociology

Pre-requisite: Student should have basic knowledge of Industrial Sociology

Rationale: Students are able to understand work and industry. And able to understand the Problems faced by Labour in Organized and Unorganized Sector.

Course Outcomes:

CO 1 The Students Sociological understanding of work and industry.

CO 2 The Students with the knowledge of industrialization process and work.

CO 3 To acquaint the student with dynamics of industrial relation and consequences.

CO 4 Ability to describe the concepts and theoretical perspectives related to the workings of an industrial society

CO 5 Ability to explain and apply their understanding to specific issues of industrial organization and industrial relations

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours(CI+LI+SW+SL)	
	05SO602	Industrial Sociology	4	0	02	01	7	4

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in Laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include esassignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
	05S O6 02	Industrial Sociology	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: The Students Sociological understanding of work and industry.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	01
Total	15



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO1.1 Understand the Concept Meaning and definition of Industrial Sociology</p> <p>SO1.2 Understand the Concept of Nature and scope of Industrial Sociology</p> <p>SO1.3 Understand the concept Importance of Industrial Sociology</p> <p>SO1.4 Understand the concept Significance of Industrial Sociology in India</p>		<p>Unit 1 Industrial Sociology</p> <p>1.1 Meaning and definition of Industrial Sociology</p> <p>1.2 Nature</p> <p>1.3 scope of Industrial Sociology</p> <p>1.4 Importance of Industrial Sociology</p> <p>1.5 Significance of Industrial Sociology in India</p> <p>1.6 Industrialization</p> <p>1.7 Labor Relations</p> <p>1.8 Work Organization</p> <p>1.9 Industrial Stratification</p> <p>1.10 Labor Markets</p> <p>1.11 Employment and Unemployment</p> <p>1.12 Occupational Health and Safety</p>	

CO.2:- The Students with the knowledge of industrialization process and work.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Concept of Work Process</p> <p>SO2.2 Understanding about the Technology and labour</p> <p>SO2.3 Understanding about the Work culture; work ethics and human relations at work</p> <p>SO2.4 Understanding the concept Sociological significance of work</p>	.	<p>Unit 2 Work</p> <p>2.1 Work Process</p> <p>2.2 Technology and labour</p> <p>2.3 Work culture</p> <p>2.4 work ethics</p> <p>2.5 Professionalism</p> <p>2.6 Integrity</p> <p>2.7 Accountability</p> <p>2.8 Responsibility</p> <p>2.9 Punctuality</p> <p>2.10 human relations at work</p> <p>2.11 Sociological significance of work</p> <p>2.12 Work Culture</p>	



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CO.3: To acquaint the student with dynamics of industrial relation and consequences

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Nature of Industrial Relations SO3.2 Practical problem Need and Sinificance SO3.3 Understanding the Industrial conflict SO3.4 Understanding about Types of Industrial conflict causes and consequences	.	Unit 3 Industrial Relations 3.1 Nature of Industrial Relations 3.2 Need and Sinificance 3.3 Industrial conflict 3.4 Types of Industrial conflict causes and consequences 3.5 Labor Laws 3.6 Collective Bargaining 3.7 Industrial Disputes 3.8 Trade Unions 3.9 Employer-Employee Relations 3.10 Grievance Handling 3.11 Wage and Salary Administration 3.12 Work Conditions	

CO.4: Ability to describe the concepts and theoretical perspectives related to the workings of an industrial society

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Impact of Industry on family SO4.2 Preparation of Impact of Industry on Stratification SO4.3 Knowledge about the Industrialization and Migration	.	Unit 4 Industry and Society 4.1 Impact of Industry on family 4.2 Impact of Industry on Stratification 4.3 Industrialization and Migration 4.4 Industrialization and Religion 4.5 Economic Impact of Industry 4.6 Technological Innovation 4.7 Labor Markets 4.8 Urbanization	



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SO4.4 Knowledge about the Industrialization and Religion		4.9 Environmental Impact 4.10 Industrialization and Social Change 4.11 Employment Patterns 4.12 Social Stratification	
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CO.5: Ability to explain and apply their understanding to specific issues of industrial organization and industrial relations

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Industrialization and Women Labour SO5.2 Preparation of Industrialization and Child Labour SO5.3 Preparation of , Problem of Industrialization in Developing Countries SO5.4 Understanding about Labourlegistion and welfare; social security		Unit 5 Contemporary Issues 5.1 Industrialization and Women Labour 5.2 Industrialization and Child Labour 5.3 Industrialization and Environment 5.4 Problem of Industrialization in Developing Countries 5.5 Settlement of disputes, 5.6 Labourlegistion and welfare; social security 5.7 Climate Change 5.8 Global Health 5.9 Digital Privacy 5.10 Political Polarization 5.11 Migration and Refugees 5.12 Racial and Ethnic Discrimination	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO.1: The Students Sociological understanding of work and industry.	12	02	01	15
CO.2: the Students with the knowledge of industrialization process and works	12	02	01	15
CO.3: To acquaint the student with dynamics of industrial relation and consequences	12	02	01	15
CO.4: Ability to describe the concepts and theoretical perspectives related to the workings of an industrial society	12	02	01	15
CO.5: Ability to explain and apply their understanding to specific issues of industrial organization and industrial relations	12	02	01	15
Total Hours	60	10	05	75



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Industrial Sociology	01	01	03	05
CO-2	Work	01	01	03	05
CO-3	Industrial Relations	-	03	10	13
CO-4	Industry and Society	-	03	10	13
CO-5	Contemporary Issues	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, a: Apply

The end of semester assessment for Industrial Sociology will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	The Sociology of work : Introduction	Grint, Keith.	Tomas national Publication London	Revised edition 2005
2	Industrial Sociology	Miller and Form	Harper and Row , New York	Revised edition 1964
3	Industrial Relations in India	Ramaswamy E A	New Delhi	Revised edition 1978
Dr. PushpaSoni Dept. of Arts AKS University, Satna.				

Curriculum Development Team:

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2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
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6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge	The B.A. graduates will be acquainted	The program also empowers the graduates	The B. A. program enables the students to acquire the knowledge	The students will be ignited enough to	Programme provides the base to	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and	Life-long learning	Students will be able to Develop the sociological knowledge	Students will be able to think critically	To Provide the students to understand various
CO1	3	2	2	2	2	2	1	2	3	3	2	2	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	1	1	2	1	1	2	2	2	2	3	2	3
CO4	2	3	2	1	2	2	1	2	1	2	1	2	3	2	1
CO5	3		2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map

Pos & PSOs -No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1: The Students Sociological understanding of work and industry.	SO1:1 SO1:2 SO1:3 SO1:4		Unit-1 Industrial Sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2: the Students with the knowledge of industrialization process and work.	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Work 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3: To acquaint the student with dynamics of industrial relation and consequences	SO3:1 SO3:2 SO3:3 SO3:4		Unit-3: Industrial Relations 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4: Ability to describe the concepts and theoretical perspectives related to the workings of an industrial society	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Industry and Society 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5: Ability to explain and apply their understanding to specific issues of industrial organization and industrial relations	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Contemporary Issues 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VI

Course Code: 05SO603

Course Title : Sociology of Media

Pre-requisite: Student should have basic knowledge of Sociology of Media

Rationale: Students understand role of media, new methodologies to analyze media in the context of globalization, Impact of media on society

Course Outcomes:

CO 1 Students will be able to understand nature and recent trends in Sociology of Media.

CO 2 Discuss the relationship between media and culture using different theories

CO 3 Able to evaluate impact of media on Indian society.

CO 4 Critique ideological structures in society including those of gender, race, caste, class; discuss how the media propagates this

CO 5 They will be able to understand changing media scenario in the context of contemporary issues.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
	05SO603	Sociology of Media	4	0	02	01	7	4

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignment, seminar, mini project etc.),



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SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course Credits	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
	05S O6 03	Sociology of Media	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1: Students will be able to understand nature and recent trends in Sociology of Media.

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	01
Total	15



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Traditional and New Media – Press, Film, Radio and Television, Digital platforms, Social Media SO1.2 Understand the Concept of Social History of Media, SO1.3 Understand the concept State and Media in India SO1.4 Understand the concept Role of media Professionals in present society		Unit 1 Concept of Media 1.1 Media, 1.2 Concepts 1.3 Traditional 1.4 New Media 1.5 Press, 1.6 Film, 1.7 Radio and 1.8 Television, 1.9 Digital platforms, 1.10 Social Media 1.11 Social History of Media, 1.12 State and Media in In	

CO.2:- Discuss the relationship between media and culture using different theories

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Theories of Media SO2.2 Understanding about the Media Representation – Old & New SO2.3 Understanding about the Media & Globalization SO2.4 Understanding the concept Impact of Media on Human Behavior	.	Unit 2 Sociology of Media 2.1 Theories of Media 2.2 Media Representation – Old & New 2.3 Media Globalization 2.4 Role of Internet 2.5 Impact of Media on Human Behavior 2.6 Media and Society 2.7 Media Framing 2.8 Media and Identity 2.9 Media and Power 2.10 Media and Inequality 2.11 Media Representation of Gender 2.12 Media Representation of Race	

CO.3: Able to evaluate impact of media on Indian society.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Construction of Political Reality SO3.2 Practical problem Construction of Subjectivities SO3.3 Understanding the New Media and Alternative Identities SO3.4 Understanding about Reality vs. Fantasy	.	Unit 3 Social Impact of Media 3.1 Construction of Political Reality 3.2 Construction of Subjectivities 3.3 New Media and Alternative Identities 3.4 Media and Inequality- Digital Divide 3.5 Reality vs. Fantasy 3.6 Media and Social Change 3.7 Media and Public Awareness 3.8 Media and Health 3.9 Media and Mental Health 3.10Media and Body Image 3.11Media and Crime 3.12Media and Stereotyping	

CO.4:Critique ideological structures in society including those of gender, race, caste, class; discuss how the media propagates this

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Media and Social Change SO4.2 Preparation of Role of print media in social change Impact of TV SO4.3 Knowledge about the Technology on Society Influence of media on children and youth SO4.4 Knowledge about the Media law; Regulation and contral of Media	.	Unit 4 Media and Social Change 4.1 Role of print media in social change Impact of TV and Films on society Impact of Information 4.2 Technology on Society Influence of media on children and youth 4.3 Media Ethics 4.4 Media and social Policy 4.5 Media law; Regulation and contral of Media 4.6 Media Campaigns 4.7 Media and Activism 4.8 Media and Policy Reform 4.9 Media and Human Rights 4.10Media and Gender Equality 4.11Media and Racial Justice 4.12Media and Environmental Movements	



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CO.5: They will be able to understand changing media scenario in the context of contemporary issues.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Issues in Media SO5.2 Preparation of Social marketing SO5.3 Preparation of Diffusion of Global Culture,, SO5.4 Understanding about Violence and the media		Unit 5 Issues in Media 5.1 Uses and abuses of media-dissemination of awareness about social issue, 5.2 Social marketing, 5.3 Diffusion of Global Culture, 5.4 Violence and the media Media Bias 5.5 Fake News 5.6 Media Censorship 5.7 Privacy Concerns 5.8 Media Monopolies 5.9 Sensationalism 5.10 Ethical Reporting 5.11 Digital Divide 5.12 Clickbait Cultur	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO.1: Students will be able to understand nature and recent trends in Sociology of Media.	12	02	01	15
CO.2: Discuss the relationship between media and culture using different theories	12	02	01	15
CO.3: Able to evaluate impact of media on Indian society.	12	02	01	15
CO.4: Critique ideological structures in society including those of gender, race, caste, class; discuss how the media propagates this	12	02	01	15
CO.5: They will be able to understand changing media scenario in the context of contemporary issues.	12	02	01	15
Total Hours	60	10	05	75



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Concept of Media	01	01	03	05
CO-2	Sociology of Media	01	01	03	05
CO-3	Social Impact of Media	-	03	10	13
CO-4	Media and Social Change	-	03	10	13
CO-5	Issues in Media	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Sociology of Media will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Media, Culture and Society	Hodkinson Paul	Sage Publication	Revised edition 2011
2	Media Analysis Techniques	AsaAuthor	Sage Publication	Revised edition 1998
3	Midia in India	Ramaswamy E A	Sage Publication	Revised edition 2003
Dr. PushpaSoni Dept. of Arts AKS University, Satna .				

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3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
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6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the	The B.A. graduates will be acquainted with the	The program also empowers the graduates	The B. A. program enables the students to acquire the knowledge	The students will be ignited enough to think	Programme provides the base to	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will be able to Develop the sociological knowledge and skills	Students will be able to think critically about social and cultural issues	To Provide the students to understand various
CO1	3	2	2	2	2	2	1	2	3	3	2	2	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	1	1	2	1	1	2	2	2	2	3	2	3
CO4	2	3	2	1	2	2	1	2	1	2	1	2	3	2	1
CO5	3		2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map

Pos & PSOs - No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO.1: Students will be able to understand nature and recent trends in Sociology of Media.	SO1:1 SO1:2 SO1:3 SO1:4		Unit-1 Concept of Media 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO.2: Discuss the relationship between media and culture using different theories	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Sociology of Media 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO.3: Able to evaluate impact of media on Indian society.	SO3:1 SO3:2 SO3:3 SO3:4		Unit-3: Social Impact of Media 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO.4: Critique ideological structures in society including those of gender, race, caste, class; discuss how the media propagates this	SO4:1 SO4:2 SO4:3 SO4:4		Unit-4: Media and Social Change 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	CO.5: They will be able to understand changing media scenario in the context of contemporary issues.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Issues in Media 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VI

Course Code: 05SO604

Course Title : Sociology of Indian Tribes

Pre-requisite: Student should have basic knowledge of Sociology of Indian Tribes

Rationale: One of the important components of Indian society is the Tribal Society. Students get to know about the concept, classification, culture, beliefs, religion, customs, institutions as well as social problems, changes and mobility prevalent among the aboriginals and the schemes of tribal development.

Course Outcomes:

05SO604- 1This curriculum will provide the scientific knowledge and demography of tribes and scheduled tribes

05SO604- 2 Students will be able to understand the socio-cultural specially of tribal society, their traditional economy and political organization

05SO604- 3 Study of tribal problems, will be able to develop the feeling of resistance in students and will tars their thinking more logical and scientific

05SO604-4 Study of this paper will help the students to exceed in different competitive examination and interviews

05SO604-5 This course will provide students a vast area of job opportunities in the field of government, private, research and NGOs sector etc.



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Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Credits (C)
			CI	LI	SW	SL	
	05SO604	Sociology of Indian Tribes	4	0	02	01	4

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course Credits	Course Code	Course Title	Scheme of Assessment (Marks)						End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)							
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
	05SO604	Sociology of Indian Tribes	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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05SO604.1: This curriculum will provide the scientific knowledge and demography of tribes and scheduled tribes

Approximate Hours

Item	Appx Hrs.
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Introductory description of tribes SO1.2 Understand the Concept of Difference between tribe and scheduled tribe SO1.3 Understand the concept Tribal demography and SO1.4 Understand the concept Classification SO1.5 Understand the concept Economic		Unit 1 Introductory description of tribes: 1.1 Tribe 1.2 schedule tribe: 1.3 meaning, 1.4 definition 1.5 characteristics 1.6 Difference between tribe and scheduled tribe 1.7 Tribal demography 1.8 Classification 1.9 Geographical 1.10 Linguistic 1.11 meaning, 1.12 definition ,	

05SO604.2:- Students will be able to understand the socio-cultural specially of tribal society, their traditional economy and political organization

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Major Tribal society SO2.2 Understanding about the cultural View SO2.3 Understanding about the Changing profile of tribal women	.	Unit 2 Tribal society: 2.1 meaning, 2.2 definition 2.3 Socio-cultural View 2.4 Tribal family	



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SO2.4 Understanding the concept Tribal family, SO2.5 Understanding about the Tribal kinship		2.5 Tribal marriages 2.6 Changing profile of tribal women 2.7 Tribal family, 2.8 meaning, 2.9 Definition 2.10 Tribal kinship, 2.11 Tribal Governance 2.12 Tribal Culture	
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05SO604.3: Study of tribal problems, will be able to develop the feeling of resistance in students and will tars their thinking more logical and scientific

Approximate Hours


Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Tribal Economic SO3.2 Practical problem Political Organization SO3.3 Understanding the Characteristics of tribal economy SO3.4 Understanding about Animal husbandry SO3.5 Understanding about Forest produce and HaatBajar	.	Unit 3 Tribal Economic and Political Organization: 3.1 Characteristics of tribal economy 3.2 Forms of tribal economy 3.3 Hunting and food gathering 3.4 Animal husbandry, 3.5 Agriculture 3.6 Forest produce 3.7 HaatBajar 3.8 Changes in tribal economy 3.9 responsible factors, 3.10 Traditional Tribal 3.11 Political Organization 3.12 73nd constitutional Amendment and	

05SO604.4: Study of this paper will help the students to exceed in different competitive examination and interviews

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Tribal Problems SO4.2 Preparation of Unemployment SO4.3 Knowledge about the Welfare program in by Government SO4.4 Knowledge about the Health problem SO4.5 Knowledge about Poverty and Datedness Malnutrition		 Unit 4 Tribal Problems: Factors and Resolution 4.1 Illiteracy 4.2 Unemployment 4.3 Poverty 4.4 Social Science and Humanities 4.5 Department of Arts Curriculum of B.A./B.A.(Hon's) Program (Revised as on 01 August 2023) 4.6 Health problem 4.7 Displacement 4.8 Migration 4.9 Major tribal movements 4.10 Constitutional provisions for Tribal development 4.11 Welfare program in by Government Evaluation 4.12 Land Displacement	

05SO604.5: This course will provide students a vast area of job opportunities in the field of government, private, research and NGOs sector etc.

Approximate Hours

Item	Appx Hours
CI	12
LI	0
SW	02
SL	01
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Major Tribes of Madhya Pradesh SO5.2 Preparation of Theory Social Organization SO5.3 Preparation of Concept Gond, SO5.4 Understanding about Korku		Unit 5 Major Tribes of Madhya Pradesh: 5.1 Economic, 5.2 Political 5.3 Social Organization 5.4 Gond, 5.5 meaning, 5.6 Definition 5.7 Bheel , 5.8 meaning, 5.9 definition 5.10 Bhariya 5.11 meaning, 5.12 Definition	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
05SO604.1: This syllabus will provide the scientific knowledge and demography of tribes and scheduled tribes	12	02	01	15
05SO604.2: Students will be able to understand the socio-cultural specially of tribal society, their traditional economy and political organization	12	02	01	15
05SO604.3: Study of tribal problems, will be able to develop the feeling of resistance in students and will tars their thinking more logical and scientific	12	02	01	15
05SO604.4: Study of this paper will help the students to exceed in different competitive examination and interviews	12	02	01	15
05SO604.5: This course will provide students a vast area of job opportunities in the field of government, private, research and NGOs sector etc	12	02	01	15
Total Hours	60	10	05	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
05SO604-1	Introductory description of tribes:	01	01	03	05
05SO604-2	Tribal society:	01	01	03	05
05SO604-3	Tribal Economic and Political Organization:	-	03	10	13
05SO604-4	Tribal Problems: Factors and Resolution	-	03	10	13
05SO604-5	Major Tribes of Madhya Pradesh:	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Sociology of Indian Tribes will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks.

Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) **Books:**



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S. No.	Title	Author	Publisher	Edition&Year
1	"Human Tribes	Feth. Reymond.	Tomas national Publication London	Revised edition edition 1938
2	The Removal of Untouchability	Gandhi M.K	Naveevan Press, Allahabad	Revised edition edition 1954
3	"The Tribes of India	Guha, M.K.	Bhartiya Adam JatiSevekSangh, New Delhi	Revised edition edition 1983
Dr. PushpaSoni Dept. of Arts AKS University, Satna .				

Curriculum Development Team:

1. Dr. PushpaSoni, Assistant Professor, Department of Arts
2. Mrs. prachisingh, Teaching associate, Department of Arts
3. Mr. Gaurav Singh , Assistant Professor, Department of Arts
4. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
5. Dr. UshaDwivedi , Assistant Professor, Department of Arts
6. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
7. Dr. Udaybhan Singh, Assistant Professor , Department of Arts

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire	The B.A. graduates will be	The program also empowers the	The B. A. program enables	The students will be ignited enough	Programme provides the	Environment and	Ethics	Individual and team work	Communication	Project management	Life-long learning	Students will be able to Develop the	Students will be able to think critically about	To Provide the students to understand
05SO604-1	3	2	2	2	2	2	1	2	3	3	2	2	3	2	3
05SO604-2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
05SO604-3	2	3	2	1	1	2	1	1	2	2	2	2	3	2	3
05SO604-4	2	3	2	1	2	2	1	2	1	2	1	2	3	2	1
05SO604-5	3		2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map



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Pos & PSOs - No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instructin (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	05SO604.1: This syllabus will provide the scientific knowledge and demography of tribes and scheduled tribes	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Introductory description of tribes: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	05SO604.2: Students will be able to understand the socio-cultural specially of tribal society, their traditional economy and political organization	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Tribal society: 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	05SO604.3: Study of tribal problems, will be able to develop the feeling of resistance in students and will tars their thinking more logical and scientific	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Tribal Economic and Political Organization: 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	05SO604.4: Study of this paper will help the students to exceed in different competitive examination and interviews	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Tribal Problems: Factors and Resolution 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	05SO604.5: This course will provide students a vast area of job opportunities in the field of government, private, research and NGOs sector etc.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Major Tribes of Madhya Pradesh: 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,	



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Course Code:	06SO651
Course Title :	Field Project /Internship
Pre-requisite:	BA (Bachelor of Arts) students, a pre-requisite field project often involves practical application of theoretical knowledge gained during their course.
Rationale:	Field projects are integral to BA programs, providing students with a comprehensive learning experience that bridges academic knowledge and practical application. By undertaking field projects, students enhance their research skills, gain professional experience, improve their employability, and contribute to their personal and academic growth.

Semester-VI

Course Outcomes:

- 06HI651.1: Apply academic knowledge to real-world business tasks and challenges.
- 06HI651.2: Demonstrate the ability to analyse and propose solutions to business problems.
- 06HI651.3: Display professional behaviour and ethical decision-making in a business setting.
- 06HI651.4: Communicate subject information clearly and effectively in both written and oral forms.
- 06HI651.5: Collaborate with team members to achieve social, political objectives.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
PJT	06SO651	Field Project	0	12	0	0	12	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),



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SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory:

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA +CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
PJT	06SO 651	Field Project	-	-	-	-	-	-	-	100	

Course Detailing:

During 6th Semester students will undergo a Field Project of 45 days in industries and markets. The 45-day field project in the BA program offers students a practical and immersive learning experience aimed at bridging academic knowledge with real-world applications. Through this project, students have the opportunity to engage directly with industry practices, apply theoretical concepts in practical settings, and develop essential skills crucial for their professional development. Under the guidance of experienced mentors and faculty advisors, students undertake meaningful projects, conduct research, analyse data, and propose solutions to challenges in the field of Social Science, thereby gaining valuable insights into organizational dynamics and operational strategies. This hands-on experience not only enhances their academic learning but also prepares them to effectively navigate complexities in their future careers, fostering critical thinking, teamwork, and leadership capabilities essential in today's competitive business environment.



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Guideline for Making a Field Project Report:

- 1. Cover Page:** Include the title of your report, your name, Field Project start and end dates, name of your university, department, and the name of the organization where you completed the Field Project.
- 2. Table of Contents:** List all the main sections and subsections of your report with corresponding page numbers for easy navigation.
- 3. Executive Summary:** Provide a brief overview of your Field Project experience, including the organization's background, your roles and responsibilities, major projects or tasks undertaken, key achievements, and a summary of your overall learning outcomes.
- 4. Introduction:** Introduce the purpose of the Field Project report, your objectives for the Field Project, and the methodology used (if applicable, e.g., research methods, data collection techniques).
- 5. Organization Overview:** Describe the organization where you completed your Field Project, including its history, mission, organizational structure, products/services offered, target market, and any other relevant details.
- 6. Field Project Experience:**
 - **Roles and Responsibilities:** Detail your specific roles, responsibilities, and projects/tasks assigned during the Field Project.
 - **Skills Developed:** Discuss the skills you gained or improved upon during the Field Project (e.g., technical skills, soft skills, industry-specific knowledge).
 - **Challenges Faced:** Describe any challenges or obstacles encountered during your Field Project and how you addressed them.
 - **Achievements:** Highlight notable achievements, contributions, or projects completed during your Field Project, emphasizing the impact of your work on the organization.
- 7. Learning Outcomes:** Reflect on your learning outcomes and personal development during the Field Project. Discuss how the experience contributed to your academic and career goals.
- 8. Analysis and Evaluation:** Analyse the strengths and weaknesses of the organization's operations or processes you observed during the Field Project. Provide constructive feedback or recommendations for improvement.



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- 9. Conclusion:** Summarize the key points of your Field Project experience, reiterate the significance of your contributions, and reflect on the overall value of the Field Project towards your professional development.
- 10. Recommendations (if applicable):** Provide recommendations for the organization based on your observations and experiences during the Field Project.
- 11. References/Bibliography:** Include any sources referenced or cited throughout your Field Project report using appropriate citation style (e.g., APA, MLA).

Appendices: Include any supplementary materials such as project reports, presentations, certificates of completion, or any other relevant documents that support your Field Project



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VII

BA SOCIOLOGY



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Semester-VII

Course Code: 01SO701

Course Title : Indian Sociological Thought

Pre-requisite: Student should have basic knowledge of Indian Sociological Thought

Rationale: Students would be able to gain knowledge about the emergence and development of Sociology and the pioneers of the subject like D.D. Kosambi, M.N. Srinivas, etc. and some of their important classical theories along with the development of sociological thoughts in India

Course Outcomes:

CO.1Analyze the historical development of Indian sociological thought, tracing its evolution from ancient times to contemporary perspectives.

CO.2 Evaluate the key concepts. Theories and methodologies employed within Indian sociology including caste. Modernization. Gender. Religion. And

CO.3 Critically assess the contributions of prominent Indian sociologists and their impact on the discipline.

CO.4 Examine the intersectionality of various social structures and identities in Indian society. Including class, caste, religion, and region.

CO.5 Interpret the socio-cultural dynamics of Indian society through the lens of indigenous sociological frameworks. Considering both traditional and contemporary perspectives.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01SO701	Indian Sociological Thought	6	0	02	01	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)					Total Marks (CA+CT+SA+CAT+AT)			
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	01SO 701	Indian Sociological Thought	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self-Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO1:Analyze the historical development of Indian sociological thought, tracing its evolution from ancient times to contemporary perspectives.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	0
SL	0
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Sociology in Pre-Independence India Sociology in Post-Independence India SO1.2 Understand the Concept of Historical Perspective in Indian Sociological Thought SO1.3 Understand the concept The Culture Civilization in Ancient India SO1.4 Understand the concept P. H. Prabhu-Hindu Social Organization SO1.5 Understand the concept TN Madan-Social Anthropological Studies		Unit 1 Emergence of Sociology in India 1.1 Sociology in Pre-Independence India Sociology in Post-Independence India 1.2 Major Schools of Indian Sociological Traditions - Bombay Lucknow& Delhi 1.3 Historical Perspective in Indian Sociological Thought 1.4 D. D. Kosambi The Culture Civilization in Ancient India 1.5 Indological Perspective in Indian Sociological Thought 1.6 P. H. Prabhu-Hindu Social Organization 1.7 D. N. Majumdar 1.8 TN Madan-Social Anthropological Studies 1.9 Colonial Influence on Indian Sociology 1.10 Founding Figures of Indian Sociology 1.11 Development of Sociological Institutions 1.12 Sociology in Indian Universities 1.13 Indian Sociological Associations 1.14 Influence of Western Sociological Theories 1.15 Indigenization of Sociology in India 1.16 Rural Sociology in India 1.17 Urban Sociology in India 1.18 Caste Studies	

CO.2 Evaluate the key concepts. theories, and methodologies employed within Indian sociology including caste. Modernization. Gender. Religion.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02



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SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO2.1 Concept of Major M. N. Srinivas-Book View & Field View Social Change. Study of Village, Views on Caste, and Idea of Dominant Caste</p> <p>SO2.2 Understanding about the McKim Marriott - Village India, Little & Great Traditions and Social Stratification</p> <p>SO2.3 Understanding about the William Wiser & Oscar Lewis - Jajmani System</p> <p>SO2.4 Understanding the concept A. R. Desai Village Structure, Transformation of Indian Society. Indian Nationalism, and Peasant Struggles</p> <p>SO2.5 Understanding about the Stratification Perspective in Indian Sociological Thought</p>	.	<p>Unit 2 Structural-Functional Perspective in Indian Sociological Thought</p> <p>2.1 M. N. Srinivas- 2.2 Book View 2.3 Field View Social Change. 2.4 Study of Village, 2.5 Views on Caste, 2.6 Idea of Dominant Caste 2.7 McKim Marriott – 2.8 Village India, 2.9 Little & Great Traditions 2.10 Social Stratification 2.11 William Wiser 2.12 Oscar Lewis – 2.13 Jajmani System 2.14 Marxist Perspective in Indian Sociological Thought 2.15 D. P Mukerji Role of Tradition in Indian Society, Integrated Development of Personality, and Modernization 2.16 A. R. Desai Village Structure, Transformation of Indian Society. Indian Nationalism, and Peasant Struggles 2.17 Ramkrishna Mukherjee - Social Change, and Agrarian Social Structure 2.18 Stratification Perspective in Indian Sociological Thought</p>	

CO.3 Critically assess the contributions of prominent Indian sociologists and their impact on the discipline.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of André Béteille - Social Stratification in India (Caste, Class & Power). SO3.2 Practical The Idea of Equality & Inequality. Studies in Agrarian Social Structure. Society & Politics in India SO3.3 Understanding Civilizational Perspective in Indian Sociological Thought SO3.4 Understanding about N. K. Bose Indian Civilization & Culture (The Structure of Hindu Society). and Caste System SO3.5 Understanding about Dipankar Gupta - Social Stratification	.	Unit 3 Stratification Perspective in Indian Sociological Thought 3.1 André Béteille – 3.2 Social Stratification in India 3.3 (Caste, Class & Power). 3.4 The Idea of Equality 3.5 Inequality. 3.6 Studies in Agrarian Social Structure. 3.7 Society 3.8 Politics in India 3.9 Civilizational Perspective in Indian Sociological Thought 3.10 N. K. Bose Indian Civilization 3.11 Culture (The Structure of Hindu Society). 3.12 Caste System 3.13 Surajit Sinha - Tribe-caste 3.14 tribe peasant continuum, 3.15 Field studies on the people of India 3.16 (Hill Maria Gonds & Bhumi of Barabhum) 3.17 Dipankar Gupta – 3.18 Social Stratification	

CO.4 Examine the intersectionality of various social structures and identities in Indian society. Including class, caste, religion, and region.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Yogendra Singh - Social Stratification, Social Change and Culture Change SO4.2 Preparation of MS. Gore- Urbanization and Family Change and Unity in Diversity SO4.3 Knowledge about the Ghanshyam Shah - Social Movements in India SO4.4 Knowledge about the MSA Rao - Social Movements & Social Transformation	.	Unit 4 Cultural Perspective in Indian Sociological Thought 4.1 Yogendra Singh – 4.2 Social Stratification, 4.3 Social Change 4.4 Culture Change 4.5 MS. Gore- 4.6 Urbanization 4.7 Family Change 4.8 Unity in Diversity 4.9 Ghanshyam Shah – 4.10 Social Movements in India 4.11 MSA Rao	



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SO4.5 Knowledge about Subaltern Perspective in Indian Sociological Thought		4.12 Social Movements 4.13 Social Transformation 4.14 Subaltern Perspective in Indian Sociological Thought 4.15 Ranajit Guha - Subaltern Studies, 4.16 Peasant Insurgency in India 4.17 I.P. Desai 4.18 The Joint Family in India	
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CO.5 Interpret the socio-cultural dynamics of Indian society through the lens of indigenous sociological frameworks. Considering both traditional and contemporary perspectives.

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Suma Chitnis-Crisis in Higher Education, and Women in Distress SO5.2 Preparation of Leela Dube - Towards Equality. Women and Kinship, and Construction of Gender SO5.3 Preparation of Concept of T. K. Oommen - Nation. Civil Society and Social Movements SO5.4 Understanding about J. P. S. Uberoi - Mind and Society		Unit 5 Unit – V Contemporary Discourses in Indian Sociological Thought 5.1 Suma Chitnis- 5.2 Crisis in Higher Education, 5.3 Women in Distress 5.4 Leela Dube – 5.5 Towards Equality. 5.6 Women and Kinship, 5.7 Construction of Gender 5.8 T. K. Oommen 5.9 Nation. Civil Society 5.10 Social Movements 5.11 Arvind K. Joshi 5.12 Older Persons in India 5.13 J. P. S. Uberoi 5.14 Mind and Society 5.15 Anand Kumar 5.16 Nation-Building in India	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO.1 Analyze the historical development of Indian sociological thought, tracing its evolution from ancient times to contemporary perspectives.	18	02	01	21
CO.2 Evaluate the key concepts. Theories, and methodologies employed within Indian sociology including caste. Modernization. Gender. Religion. And	18	02	01	21
CO.3 Critically assess the contributions of prominent Indian sociologists and their impact on the discipline	18	02	01	21
CO.4 Examine the intersectionality of various social structures and identities in Indian society. Including class, caste, religion, and region.	18	02	01	21
CO.5 Interpret the socio-cultural dynamics of Indian society through the lens of indigenous sociological frameworks. Considering both traditional and contemporary perspectives.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Emergence of Sociology in India	01	01	03	05
CO-2	Structural-Functional Perspective in Indian Sociological Thought	01	01	03	05
CO-3	Stratification Perspective in Indian Sociological Thought	-	03	10	13
CO-4	Cultural Perspective in Indian Sociological Thought	-	03	10	13
CO-5	Contemporary Discourses in Indian Sociological Thought	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Foundation of Sociological Thought will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition& Year
1	Sociological Thinkers and Theories	Rawat. HK,	Rawat Publication Jaipur	Revised edition edition 2009
2	Major social and cultural thinkers	Doshi, M.L. And Jain, Shri.G.,	Rawat Publication Jaipur	Revised edition edition 2001
3	Sociological Thought	Mukherjee, R.N.,	NVPD. Spindini	Revised edition edition 2020
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO 2	PSO3
Program Outcomes	The students acquire knowledge in the field of	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates to appear for various	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over	Programme provides the base to be the responsible	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will be able to Develop the sociological knowledge and skills	Students will be able to think critically about society	To Provide the students to understand various culture religion and
CO1	3	1	3	2	2	2	1	2	3	3	1	3	3	2	2
CO2	2	3	3	2	2	1	1	2	2	2	1	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	3	3	3	3
CO4	2	2	2	2	2	2	1	2	1	2	1	2	3	2	3
CO5	2	3	2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

Pos & PSOs - No.	COs No. & Titles	Sos No.	Laboratory Instructors	Classroom Instructor in (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.1 Analyse the historical development of Indian sociological thought, tracing its evolution from ancient times to contemporary perspectives.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Emergence of Sociology in India 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2 Evaluate the key concepts, theories, and methodologies employed within Indian sociology including caste. Modernization. Gender. Religion. And	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Structural-Functional Perspective in Indian Sociological Thought 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3 Critically assess the contributions of prominent Indian sociologists and their impact on the discipline.	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Stratification Perspective in Indian Sociological Thought 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4 Examine the intersectionality of various social structures and identities in Indian society. including class, caste, religion, and region.	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Cultural Perspective in Indian Sociological Thought 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5 Interpret the socio-cultural dynamics of Indian society through the lens of indigenous sociological frameworks. Considering both traditional and contemporary perspectives.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Contemporary Discourses in Indian Sociological Thought 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Curriculum of B.A (Sociology) Program

(Revised as on 1.8.2023)

Semester-VII

Course Code: 05SO701

Course Title : Political Sociology

Pre-requisite: Student should have basic knowledge of Political Sociology

Rationale: This course provides an understanding of the Political Sociology and its impact on society. Studying the course, the students

Course Outcomes:

CO 1.Analyse the relationship between social strictures and political processes, demonstrating understanding of how societal factors shape Political behaviour and outcomes.

CO 2. Evaluate key theories and concepts in political sociology, including but not limited to power automats democracy. Citizenship. And globalization and apply them to real-work contexts.

CO 3. Examine the role of social movements and collective action in influencing political change and shaping public policies.

CO 4. Critically assess the dynamics of political power,governance structures, and state-society relationswithin diverse political systems.

CO 5.Investigate the impact of inequality, social stratification, and identity politics on political participation, representation, and policy outcomes.

SchemeofStudies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total Credits (C)	
			CI	LI	SW	SL		Total StudyHours (CI+LI+SW+SL)
	05SO01	Political Sociology	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	05SO 701	Political Sociology	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self-Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO 1.Analyze the relationship between social strictures and political processes, demonstrating understanding of how societal factors shape Political behavior and outcomes.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	0
Total	21

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO1.1 Understand the Concept Definition, Nature and Scope of Political Sociology SO1.2 Understand the Concept of Political Socialisation: Meaning, Significance and Agencies SO1.3 Understand the concept Nation, State and Citizenship SO1.4 Understand the concept State & Theories of Origin of the State SO1.5 Understand the concept Citizenship & Functions of the State		Unit 1 Introduction to Political Sociology 1.1 Definition, 1.2 Nature 1.3 Scope of Political Sociology 1.4 Relationship between Polity and Society 1.5 Political Socialisation: 1.6 Meaning, 1.7 Significance 1.8 Agencies 1.9 Nation, 1.10 State 1.11 Citizenship 1.12 Public System and governance during the time of 1.13 Mahatma Buddha 1.14 Nation 1.15 Nationalism 1.16 State & Theories of Origin of the State 1.17 Nation-State & Stateless Nation 1.18 Citizenship & Functions of the State	

CO 2. Evaluate key theories and concepts in political sociology, including but not limited to power authonts democracy. Citizenship. And globalization and apply them to real-work contexts.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Concept of Major Kautilya State & State Craft (Arthshastra) SO2.2 Understanding about the Max Weber: Authority, Power SO2.3 Understanding about the C.W. Mills: Elite Theory (The Power Elite) SO2.4 Understanding the concept Michel Foucaults: Power of Knowledge SO2.5 Understanding about the Culture A Marker of Elite Status (Pierre Bordieu)	.	Unit 2 Power and Authority 2.1 Kautilya State & State Craft (Arthshastra) 2.2 Max Weber: 2.3 Authority, Power 2.4 Vilfredo Pareto: Elite Theory 2.5 (Mind and Society) 2.6 Gaetano Mosca: Elite Theory 2.7 (The Ruling Class) 2.8 C.W. Mills: Elite Theory 2.9 (The Power Elite) 2.10 Pluralist Thesis of Power (Community Power): 2.11 Robert A. Dahl 2.12 Michel Foucaults: Power of Knowledge 2.13 Elitism 2.14 Culture A Marker of Elite Status 2.15 (Pierre Bordieu) 2.16 Social Networks and Knowledge 2.17 Maintenance of Elitism 2.18 Social Institutions - Reproduction of Elites	

CO 3. Examine the role of social movements and collective action in influencing political change and shaping public policies.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO3.1 Meaning and concept Michel Foucault: Sovereign Power SO3.2 Practical problem Factors Totalitarianism & Democracy SO3.3 Understanding the Segmentary Societies SO3.4 Understanding about Kinship System SO3.5 Understanding about Segmentary Tribes in India		Unit 3 Bureaucracy and Governance 3.1 Michel Foucault: 3.2 Sovereign Power 3.3 Interlinkages between Governmem, 3.4 Max Weber: 3.5 Bureaucracy 3.6 Governance 3.7 Governmentality 3.8 Totalitarianism 3.9 Democracy 3.10 Segmentary Societies 3.11 Meaning 3.12 Types 3.13 Kinship System 3.14 Segmentary Tribes in India 3.15 Public Sector Leadership 3.16 Human Resource Management in Public Sector 3.17 Crisis Management 3.18 Decentralization and Local Governance	



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CO 4. Critically assess the dynamics of political power, governance structures, and state-society relations within diverse political systems.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Pressure Groups and Interest Groups SO4.2 Preparation of Herbert Blumer: The Social Unrest Theory SO4.3 Knowledge about the Neil Smelser Structural Strain Theory SO4.4 Knowledge about the Charles Tilly Resource Mobilisation Theory SO4.5 Knowledge about Anthony Wallace: Revitalization	.	Unit 4 Collective Action 4.1 Protest 4.2 Agitation 4.3 Resistance 4.4 Revolution 4.5 Political Factions 4.6 Civil Society 4.7 Pressure Groups and Interest Groups 4.8 Millenarian Movements 4.9 Social Movement 4.10 Social Movements & its Life Cycle 4.11 Herbert Blumer: The Social Unrest Theory 4.12 Samuel Stouffer: Relative Deprivation Theory 4.13 Neil Smelser Structural Strain Theory 4.14 Charles Tilly Resource Mobilisation Theory 4.15 Anthony Wallace: Revitalization 4.16 Types of Social Movements - Turner & Killian, 4.17 Horton & Hunt and David Aberle 4.18 Old & New Social Movement	

CO 5. Investigate the impact of inequality, social stratification, and identity politics on political participation, representation, and policy outcome

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	0
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Nam. Domary & Cumilip India		Unit 5 Political Processes in India. 5.1 Nam. Domary 5.2 Cumilip India	



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<p>SO5.2 Preparation of Theory Role of Prevens groups and Imesest groups in Indian politics</p> <p>SO5.3 Preparation of Concept Regiamalisan and Polities of Ethnicity.</p> <p>SO5.4 Understanding about Self Political Parties in India</p>	<p>5.3 Role of Prevens groups and Imesest groups in Indian politics</p> <p>5.4 Role of Cante.</p> <p>5.5 Religion and Langage in Uniflam politics</p> <p>5.6 Regiamalisan</p> <p>5.7 Polities of Ethnicity.</p> <p>5.8 Politichsution of social life Role of Mass Media in Polities</p> <p>5.9 "Media as a Culture Industry"</p> <p>5.10(Adorno&Horkheimer)</p> <p>5.11Political Parties in India</p> <p>5.12Characteristics</p> <p>5.13Significance of Local Self Government</p> <p>5.14Find & 4th Constitutional Arsenalment Act, 1992</p> <p>5.15Social Movements in Indin Farmer.</p> <p>5.16 Women</p> <p>5.17Backwand Class,</p> <p>5.18Dalit &Envvumental</p>	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1. Analyse the relationship between social strictures and political processes, demonstrating understanding of how societal factors shape Political behaviour and outcomes.	18	02	01	21
CO 2. Evaluate key theories and concepts in political sociology, including but not limited to power authonts democracy. Citizenship. And globalization and apply them to real-work contexts.	18	02	01	21
CO 3. Examine the role of social movements and collective action in influencing political change and shaping public policies.	18	02	01	21
CO 4. Critically assess the dynamics of political power, governance structures, and state-society relations within diverse political systems.	18	02	01	21
CO 5. Investigate the impact of inequality, social stratification, and identity politics on political participation, representation, and policy outcomes.	18	02	01	21
Total Hours	90	10	05	105



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Political Sociology	01	01	03	05
CO-2	Power and Authority	01	01	03	05
CO-3	Bureaucracy and Governance Max Weber: Bureaucracy	-	03	10	13
CO-4	Collective Action	-	03	10	13
CO-5	Political Processes in India.	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply

The end of semester assessment for Social Demography will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.

Suggested Instructional/Implementation Strategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Political sociology	Gupta Samir Das	Darling Kindersley India Private Limited	Revised edition edition 1994
2	Political Sociology Publication	Jhingan ML. Bhatt B.K. Desai JN	VrindaPublication private limited	Revised edition edition 2011
3	an introduction to social Politics	Premi MK	Vikas publishing house Delhi	Revised edition edition 1983
4	Dr. PushpaSoni Dept. of Arts AKS University, Satna.			



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CO-PO Mapping:

PO NO.	PO 1	PO 2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2	PSO 3
Program Outcomes	The students acquire knowledge in the	The B.A. graduates will be acquainted with the	The program also empowers the graduates	The B. A. program enables the students	The students will be limited enough to think	Programme provides the base to be the	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological	Students will able to think critically about	To Provide the students to
CO1	3	2	3	2	2	2	1	2	3	3	3	3	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	2	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
CO5	3		2	2	2	2	1	1	2	2	2	3	3	3	3

Course Curriculum Map

Pos& PSOs - No.	COsNo. &Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8 PSO:1,2,3	CO 1. Analyse the relationship between social structures and political processes, demonstrating understanding of how societal factors shape Political behaviour and outcomes.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Introduction to Political Sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8 PSO: 1,2,3	CO 2. Evaluate key theories and concepts in political sociology, including but not limited to power authonts democracy. Citizenship. And globalization and apply them to real-work contexts.	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Power and Authority 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8 PSO: 1,2,3	CO 3. Examine the role of social movements and collective action in influencing political change and shaping public policies.	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Bureaucracy and Governance Max Weber: Bureaucracy 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8 PSO: 1,2,3	CO 4. Critically assess the dynamics of political power, governance structures, and state-society relations within diverse political systems.	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Collective Action 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8 PSO: 1,2,3	CO 5. Investigate the impact of inequality, social stratification, and identity politics on political participation, representation, and policy outcomes.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Political Processes in India. 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VII

Course Code: 05SO702

Course Title : Social Psychology

Pre-requisite: Student should have basic knowledge of Social Psychology

Rationale: This course provides an understanding of the Social Psychology and its impact on society. Studying the course, the students

Course Outcomes:

CO.1 Understand the fundamental theories and concepts in social psychology, including social influence, social cognition, social perception, and group dynamics.

CO.2 Analyze and evaluate real-world social phenomena and behaviors through the lens of social psychological principles.

CO.3 Apply social psychological theories to explain individual and group behavior in various contexts such as relationships, culture, and organ salons

CO.4 Apply knowledge of social psychology to address contemporary social issues and challenges, such as discrimination. Social justice, and intergroup conflicts.

CO.5 Develop skills in self-reflection and self-awareness regarding one's own social behaviors, attitudes, and biases.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	05SO702	Social Psychology	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA+CAT+AT)		
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
	05SO 702	Social Psychology	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO.1 Understand the fundamental theories and concepts in social psychology, including social influence, social cognition, social perception, and group dynamics.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	0
Total	21



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Session Out comes (SOs)	(LI)	Classroom Instruction(CI)	(SL)
SO1.1 Understand the Concept Definition. Nature, Scope of Social Psychology SO1.2 Understand the Concept of Historical Development of Social Psychology SO1.3 Understand the concept Social Cognition SO1.4 Understand the concept Modes of Social Thought Processing SO1.5 Understand the concept Theories of Attribution		Unit 1 Introduction to Social Psychology 1.1 Definition. 1.2 Nature, 1.3 Scope of Social Psychology 1.4 Historical Development of Social Psychology 1.5 Social Psychology and Other Disciplines 1.6 Level of Analysis of Social Behaviour 1.7 Theoretical Approaches to Social Psychology 1.8 Learning & Cognitive Theories 1.9 Social Cognition 1.10 Schemas Types. 1.11 Impact 1.12 Modes of Social Thought Processing 1.13 Heuristics 1.14 The Mental Shortcuts 1.15 Sources of Errors in Social Cognition 1.16 Person Perception 1.17 Theories of Attribution 1.18 Errors and Biases in Attribution	

CO.2 Analyze and evaluate real-world social phenomena and behaviors through the lens of social psychological principles.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Major Meaning and Definition of Attitude SO2.2 Understanding about the Structure of Attitude SO2.3 Understanding about the Functions of Attitude SO2.4 Understanding the concept Behaviour SO2.5 Understanding about the Discrimination	.	Unit 2 Attitude 2.1 Attitude 2.2 Meaning 2.3 Definition of Attitude 2.4 Structure of Attitude 2.5 Types at Auinade 2.6 Functions of Attitude 2.7 Attitude Formation 2.8 Attitude Change 2.9 Basis of Hindu Philosophy of 2.10 life Resurrection. 2.11 Sanskar. 2.12 Basie of upliftment of 2.13 human personality. 2.14 Behaviour 2.15 Relationship between Attitude & Behaviour 2.16 Stereotype 2.17 Prejudice 2.18 Discrimination	



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CO.3 Apply social psychological theories to explain individual and group behavior in various contexts such as relationships, culture, and organization

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Interpersonal Attraction - Meaning and Definitions SO3.2 Practical problem Factors Affecting Attraction - Internal. External and Interpersonal SO3.3 Understanding the Pro-Social Behaviour: SO3.4 Understanding about The Bystander Effect SO3.5 Understanding about Human Aggression	.	Unit 3 Interpersonal Attraction & Pro-Social Behaviors 3.1 Interpersonal Attraction – 3.2 Meaning and Definitions 3.3 Factors Affecting Attraction – 3.4 Internal. 3.5 External and 3.6 Interpersonal 3.7 Pro-Social Behaviors: 3.8 Definition and Types 3.9 Motivation Behind Pro-Social Behaviors 3.10 The Bystander Effect 3.11 Factors Affecting Pro-Social Behaviour 3.12 Human Aggression 3.13 Aggression: 3.14 Meaning and Forms 3.15 Theoretical Approaches to Aggression 3.16 Causes of Aggression 3.17 Reducing Aggression 3.18 Bullying Behaviors	

CO.4 Apply knowledge of social psychology to address contemporary social issues and challenges, such as discrimination. Social justice and intergroup conflicts.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Groups: Definition and Concepts SO4.2 Preparation of Components of Group SO4.3 Knowledge about the Group Processes SO4.4 Knowledge about the Cooperation & Competition in a Group SO4.5 Knowledge about Communication	.	Unit 4 Group Dynamics 4.1 Groups: 4.2 Definition 4.3 Concepts 4.4 Types of Groups 4.5 Components of Group 4.6 stages of Group Formation 4.7 Group Effectiveness 4.8 Group Processes 4.9 Group Decision Making 4.10 Cooperation & 4.11 Competition in a Group 4.12 Conflict in a Group 4.13 Communication 4.14 Group Dynamics	

CO.5 Develop skills in self-reflection and self-awareness regarding one's own social behaviors, attitudes, and biases.

Item	Appx Hours
CI	18
LI	0
SW	02
SL	0
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Conformity-Impact. Factors, Reasons, Disadvantages SO5.2 Preparation of Theory Minority Influence SO5.3 Preparation of Concept Compliance - Principles & Strategies SO5.4 Understanding about Self Across Cultures		Unit 5 Social Influence 5.1 Conformity 5.2 Impact. 5.3 Factors, 5.4 Reasons, 5.5 Disadvantages 5.6 Minority 5.7 Influence 5.8 Compliance 5.9 Principles 5.10 Strategies 5.11 Obedience 5.12 Destructive Obedience 5.13 Culture & Self 5.14 Culture: 5.15 Meaning and Definition 5.16 Enculturation and Acculturation 5.17 Self Across Cultures 5.18 Symbolic Interactionist Theory 5.19 G. H. Mead: 5.20 Theory of Self 5.21 Social Behaviour Across Culture	



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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self-Learning (SI)	Total hour (CI+SW+SI)
CO.1 Understand the fundamental theories and concepts in social psychology, including social influence, social cognition, social perception, and group dynamics.	18	02	01	21
CO.2 Analyze and evaluate real-world social phenomena and behaviors through the lens of social psychological principles.	18	02	01	21
CO.3 Apply social psychological theories to explain individual and group behavior in various contexts such as relationships, culture, and organ salons	18	02	01	21
CO.4 Apply knowledge of social psychology to address contemporary social issues and challenges, such as discrimination. Social justice, and intergroup conflicts.	18	02	01	21
CO.5 Develop skills in self-reflection and self-awareness regarding one's own social behaviors, attitudes, and biases.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Social Psychology		01	03	05
CO-2	Attitude		01	03	05
CO-3	Interpersonal Attraction & Pro-Social		03	10	13
CO-4	Group Dynamics		03	10	13
CO-5	Social Influence		03	10	14
	Total	03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Social Demography will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for endsemesterassessment.



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Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition & Year
1	social demography	Gupta Samir Das	Darling Kindersley India Private Limited	Revised edition edition 1994
2	Demography Publication	Jhingan ML. Bhatt B.K. Desai JN	Vrinda Publication private limited	Revised edition edition 2011
3	an introduction to social demography	Premi MK	Vikas publishing house Delhi	Revised edition edition 1983
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna.			

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO 2	PSO3
Program Outcomes	The students acquire knowledge in the field of social	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates to acquire for various communities	The B. A. program enables the students to acquire the knowledge with	The students will be ignited enough to think and act over for	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will be able to Develop the sociological knowledge and skills.	Students will be able to think critically about society and	To Provide the students to understand various culture religion and society in present
CO1	3	2	3	2	2	2	1	2	3	3	3	3	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	2	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	3	3	3
CO5	3		2	2	1	2	1	1	2	2	2	3	3	3	3



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Course Curriculum Map

Pos & PSOs - No.	COs No. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instructin (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.1 Understand the fundamental theories and concepts in social psychology, including social influence, social cognition, social perception, and group dynamics.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Introduction to Social Psychology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Menti oned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2 Analyse and evaluate real-world social phenomena and behaviours through the lens of social psychological principles.	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Attitude 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3 Apply social psychological theories to explain individual and group behaviour in various contexts such as relationships, culture, and organisalons	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Interpersonal Attraction & Pro-Social 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4 Apply knowledge of social psychology to address contemporary social issues and challenges, such as discrimination. social justice, and intergroup conflicts.	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Group Dynamics 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5 Develop skills in self-reflection and self-awareness regarding one's own social behaviours, attitudes, and biases.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Social Influence 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18,5.19,5.20,5.21,	



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Semester-VII

Course Code: 02SO701

Course Title : Sociological Research Methods

Pre-requisite: Student should have basic knowledge of Sociological Research Methods

Rationale: To Introduce Students to the Nature of Scientific Method in Social Science Research. To give Students the Understanding about the Students are able to understand Nature of Scientific Method in Social Science Research. Quantitative and quantitative and qualitative approach to Research. To enhance the Research interests and inculcate the Spirit of inquiry among students, who may be motivated to continue higher studies in Research

Course Outcomes:

- CO 1.** Understand the fundamental principles and theories underpinning sociological research. Including its historical context and contemporary relevance
- CO 2.** Demonstrate proficiency in identifying and formulating research questions that are sound
- CO 3.** Gain competence in designing research instruments such as surveys, interviews, Observations, and experiments, while considering issues of reliability, validity, and bias.
- CO 4.** Cultivate ethical awareness and sensitivity to the ethical considerations inherent in sociological research, including issues of confidentiality. Informed consent and the protection of human subjects
- CO 5.** Engage in collaborative research activities and demonstrate the ability to work effectively in interdisciplinary and multicultural research teams, fostering intellectual exchange and mutual respect



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Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
	02SO701	Sociological Research Methods	6	0	02	01	6	6

Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)			
	02SO701	Sociological Research Methods	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO 1. Understand the fundamental principles and theories underpinning sociological research. Including its historical context and contemporary relevance

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand Social Research Meaning, Nature & Scope SO1.2 Understand the Concept of Alternatives to Social Research (Common Sense, Personal Experiences. Premature SO1.3 Understand the concept Syadvada and Sambhavada Positivism and global perspective in Indian Scriptures SO1.4 Understand the concept Sociological Imagination in Social Research (CW Mills) SO1.5 Understand the concept Durkheim and Sociological Research		Unit 1 Research in Sociology 1.1 Research in Sociology 1.2 Social Research 1.3 Meaning, 1.4 Nature & 1.5 Scope 1.6 Alternatives to Social Research 1.7 (Common Sense, 1.8 Personal Experiences. 1.9 Premature 1.10 Closure & Halo Effect 1.11 Syadvada and Sambhavada Positivism and global perspective in Indian Scriptures 1.12 Sociological Imagination in Social Research 1.13 (CW Mills) 1.14 Durkheim and 1.15 Sociological Research 1.16 The Bearing of Empirical Research on Sociological Theory 1.17 (RK Merton) 1.18 Sociometry & 1.19 its use in Quantitative Research	

CO 2. Demonstrate proficiency in identifying and formulating research questions that are sound

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Concept of Durkheim on Objectivity SO2.2 Understanding about the Weber on Objectivity SO2.3 Understanding about the Popper on Objectivity SO2.4 Understanding the concept Reflexivity in Social Research	.	Unit – II Objectivity in Social Research 2.1 Durkheim on Objectivity 2.2 Weber on Objectivity 2.3 Popper on Objectivity 2.4 Reflexivity in Social Research 2.5 Gouldner and 2.6 Reflexivity 2.7 Garfinkle: 2.8 Reflexivity through 2.9 Ethnomethodology 2.10 Bourdieu: 2.11 Reflexive Sociologist Of course 2.12 Positivism 2.13 Value-neutrality 2.14 Reflexivity 2.15 Researcher Bias 2.16 Subjectivity vs. Objectivity 2.17 Replicability 2.18 Triangulation 2.19 Methodological Rigor 2.20 Peer Review	

CO 3. Gain competence in designing research instruments such as surveys, interviews, observations, and experiments, while considering issues of reliability, validity, and bias.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of The Historical Method in Sociology The Inductive Method (Comte, Il Spencer) & The Ethnologists (Radcliffe Brown) SO3.2 Understanding Concept The Deductive Method The Social Anthropologists (Radcliffe Brown) SO3.3 Understanding the Case Comparative Method in Social Research SO3.4 Understanding about Radcliffe-Brown and Comparative Method SO3.5 Understanding about Murdock's Comparative Method and The Use of Statistics	.	Unit - III Historical Method in Social Research 3.1 The Historical Method in Sociology 3.2 The Inductive 3.3 Inductive Method (Comte, Il Spencer) 3.4 Il Spencer 3.5 The Ethnologists 3.6 (Radcliffe Brown) 3.7 The Deductive Method 3.8 The Social Anthropologists 3.9 (Radcliffe Brown) 3.10 Comparative Method in Social Research 3.11 Durkheim and 3.12 Comparative Method 3.13 Radcliffe-Brown and 3.14 Comparative Method 3.15 Weber's Comparative Analysis 3.16 Murdock's Comparative 3.17 Method and 3.18 The Use of Statistics	



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CO 4. Cultivate ethical awareness and sensitivity to the ethical considerations inherent in sociological research, including issues of confidentiality. Informed consent and the protection of human subjects

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Concept of The Ethnological Method IF Ciraebner. WH R. Rivers. 1 South & WJ Perry) SO4.2 Knowledge about the Concept of The Ethnological Method IF Ciraebner. WH R. Rivers. 1 South & WJ Perry) SO4.3 Knowledge about the Ethnographic Method & use of Ethnography by Bronislaw Malinowski SO4.4 Knowledge about the Use of Ethnographic Method in fieldwork SO4.5 Knowledge about Merits and Demerits of Ethnographic Method	.	Unit - IV Ethnological Method & Ethnomethodology. 4.1 Ethnomethodology & 4.2 its use by Harold Garfinkel 4.3 The Ethnological 4.4 Method IF Ciraebner. 4.5 WH R. Rivers. 4.6 1 South 4.7 WJ Perry) 4.8 Ethnographic Method & 4.9 use of Ethnography by Bronislaw Malinowski 4.10 Use of Ethnographic 4.11 Method in fieldwork 4.12 Merits and 4.13 Demerits of Ethnographic Method 4.14 Ethnomethodology.	

CO 5. Engage in collaborative research activities and demonstrate the ability to work effectively in interdisciplinary and multicultural research teams, fostering intellectual exchange and mutual respect

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Case Study Method & its significance in Sociology SO5.2 Preparation of necessary Life History Method		Unit – V Case Study Method 5.1 Case Study Method 5.2 its significance in Sociology 5.3 Life History Method 5.4 Genealogy 5.5 its use in Social Research	



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SO5.3 Preparation of necessary Genealogy & its use in Social Research SO5.4 Understanding about Feminist Methodology SO5.5 Understanding about Feminist LampiricalApproach		5.6 Feminist Methodology 5.7 Feminist Methodology 5.8 critique of the dominant 5.9 Androcentric Methodologies 5.10Feminist LampiricalApproach 5.11Feminist Essentialism Certainly 5.12Case Selection 5.13Research Design 5.14Data Collection Techniques 5.15Qualitative Analysis 5.16Quantitative Analysis 5.17Mixed Methods 5.18Triangulation 5.19Cross-case Analysis	
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Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1. Understand the fundamental principles and theories underpinning sociological research. Including its historical context and contemporary relevance	18	02	01	21
CO 2. Demonstrate proficiency in identifying and formulating research questions that are sound	18	02	01	21
CO 3. Gain competence in designing research instruments such as surveys, interviews, observations, and experiments, while considering issues of reliability, validity, and bias.	18	02	01	21
CO 4. Cultivate ethical awareness and sensitivity to the ethical considerations inherent in sociological research, including issues of confidentiality, informed consent and the protection	18	02	01	21
CO 5. Engage in collaborative research activities and demonstrate the ability to work effectively in interdisciplinary and multicultural research teams, fostering intellectual exchange and mutual respect	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Research in Sociology	01	01	03	05
CO-2	Objectivity in Social Research	01	01	03	05
CO-3	Historical Method in Social Research	-	03	10	13
CO-4	Ethnological Method & Ethnomethodology	-	03	10	13
CO-5	Case Study Method	01	03	10	14
Total		03	12	36	50



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Legend: R: Remember, U: Understand, a: Apply
 The end of semester assessment for Basic Concepts of Social Research will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S.No.	Title	Author	Publisher	Edition&Year
1	Social Research and Survey	Bajpai, S.R.	KitabGhar, New Delhi, India	Revised edition edition 2018
2	Methodology and Techniques of Social Research,	Bhandarkar, P.L. and Wilkinson, T.S.	Himalaya Publishing House, Mumbai, Indian	Revised edition edition 2003
3	Methods in Social Research,	Goode, W.J. and Hatt, P.K.	Surjeet Publications, New Delhi, India	Revised edition edition 2006
Dr. PushpaSoni Dept. of Arts AKS University, Satna.				

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences,	The B.A. graduates will be acquainted with the social, economical, historical,	The program also empowers the graduates to appear for various competitive	The B. A. program enables the students to acquire the knowledge with human	The students will be ignited enough to think and act over for the solution of	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
CO1	3	3	3	2	2	2	1	2	3	3	3	3	3	2	2
CO2	2	3	3	2	2	2	1	2	2	2	2	3	2	1	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	2	3
CO4	3	3	2	2	2	2	1	2	1	2	1	2	2	1	2
CO5	3	3	2	2	1	2	1	1	2	2	2	3	3	2	2



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Course Curriculum Map

POs&PSOs -No.	COsNo.&Ti titles	Sos No.	Laboraty Instruction (LI)	Class room Instruction(CI)	Self- Learning (SL)
PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO:1,2,3	CO 1. Understand the fundamental principles and theories underpinning sociological research. Including its historical context and contemporary relevance	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Research in Sociology 1.1,1.2,1.3,1.4,1.5,1.6, 1.7,1.8,1.9,1.10,1.11,1. 12,1.13,1.14,1.15,1.16, 1.17,1.18	As Menti oned in Page no. _____ to _____
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 2. Demonstrate proficiency in identifying and formulating research questions that are sound	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Objectivity in Social Research 2.1,2.2,2.3,2.4,2.5,2.6, 2.7,2.8,2.9,2.10,2.11,2. 12,2.13,2.14,2.15,2.16, 2.17,2.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 3. Gain competence in designing research instruments such as surveys, interviews, Observations, and experiments, while considering issues of reliability, validity, and bias.	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Historical Method in Social Research 3.1,3.2,3.3,3.4,3.5,3.6, 3.7,3.8,3.9,3.10,3.11,3. 12,3.13,3.14,3.15,3.16, 3.17,3.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 4. Cultivate ethical awareness and sensitivity to the ethical considerations inherent in sociological research, including issues of confidentiality. Informed consent and the protection	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Ethnological Method & Ethnomethodology 4.1,4.2,4.3,4.4,4.5,4. 6,4.7,4.8,4.9,4.10,4.1 1,4.12,4.13,4.14,4.15 4.16,4.17,4.18	
PO: 1,2,3,4,5,6, 7,8,9,10,11, 12 PSO: 1,2,3	CO 5. Engage in collaborative research activities and demonstrate the ability to work effectively in interdisciplinary and multicultural research teams, fostering intellectual exchange and mutual respect	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		Unit5: Case Study Method 5.1,5.2,5.3,5.4,5.5,5.6, 5.7,5.8,5.9,5.10,5.11,5. 12,5.13,5.14,5.15,5.16, 5.17,5.18	



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Course Code:	06SO751
Course Title :	Minor Project
Pre-requisite:	BA (Bachelor of Arts) students, a pre-requisite field project often involves practical application of theoretical knowledge gained during their course.
Rationale:	Minor projects/field project are integral to BA programs, providing students with a comprehensive learning experience that bridges academic knowledge and practical application. By undertaking field projects, students enhance their research skills, gain professional experience, improve their employability, and contribute to their personal and academic growth.

Semester-VII

Course Outcomes:

- 06HI751.1: Apply academic knowledge to real-world business tasks and challenges.
- 06HI751.2: Demonstrate the ability to analyse and propose solutions to business problems.
- 06HI751.3: Display professional behaviour and ethical decision-making in a business setting.
- 06HI751.4: Communicate subject information clearly and effectively in both written and oral forms.
- 06HI751.5: Collaborate with team members to achieve social, political objectives.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
PJT	06SO751	Field Project	0	12	0	0	12	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment:

Theory:

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
PJT	06SO 751	Field Project	-	-	-	-	-	-	-	100	

Course Detailing:

During 7th Semester students will undergo a Field Project of 45 days in industries and markets. The 45-day field project in the BA program offers students a practical and immersive learning experience aimed at bridging academic knowledge with real-world applications. Through this project, students have the opportunity to engage directly with industry practices, apply theoretical concepts in practical settings, and develop essential skills crucial for their professional development. Under the guidance of experienced mentors and faculty advisors, students undertake meaningful projects, conduct research, analyse data, and propose solutions to challenges in the field of Social Science, thereby gaining valuable insights into organizational dynamics and operational strategies. This hands-on experience not only enhances their academic learning but also prepares them to effectively navigate complexities in their future careers, fostering critical thinking, teamwork, and leadership capabilities essential in today's competitive business environment.

Guideline for Making a Field Project Report:

- 1. Cover Page:** Include the title of your report, your name, Field Project start and end dates, name of your university, department, and the name of the organization where you completed the Field Project.
- 2. Table of Contents:** List all the main sections and subsections of your report with corresponding page numbers for easy navigation.
- 3. Executive Summary:** Provide a brief overview of your Field Project experience, including the organization's background, your roles and responsibilities, major projects or tasks undertaken, key achievements, and a summary of your overall learning outcomes.



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- 4. Introduction:** Introduce the purpose of the Field Project report, your objectives for the Field Project, and the methodology used (if applicable, e.g., research methods, data collection techniques).
- 5. Organization Overview:** Describe the organization where you completed your Field Project, including its history, mission, organizational structure, products/services offered, target market, and any other relevant details.
- 6. Field Project Experience:**
 - **Roles and Responsibilities:** Detail your specific roles, responsibilities, and projects/tasks assigned during the Field Project.
 - **Skills Developed:** Discuss the skills you gained or improved upon during the Field Project (e.g., technical skills, soft skills, industry-specific knowledge).
 - **Challenges Faced:** Describe any challenges or obstacles encountered during your Field Project and how you addressed them.
 - **Achievements:** Highlight notable achievements, contributions, or projects completed during your Field Project, emphasizing the impact of your work on the organization.
- 7. Learning Outcomes:** Reflect on your learning outcomes and personal development during the Field Project. Discuss how the experience contributed to your academic and career goals.
- 8. Analysis and Evaluation:** Analyse the strengths and weaknesses of the organization's operations or processes you observed during the Field Project. Provide constructive feedback or recommendations for improvement.
- 9. Conclusion:** Summarize the key points of your Field Project experience, reiterate the significance of your contributions, and reflect on the overall value of the Field Project towards your professional development.
- 10. Recommendations (if applicable):** Provide recommendations for the organization based on your observations and experiences during the Field Project.
- 11. References/Bibliography:** Include any sources referenced or cited throughout your Field Project report using appropriate citation style (e.g., APA, MLA).
- 12. Appendices:** Include any supplementary materials such as project reports, presentations, certificates of completion, or any other relevant documents that support your Field Project experience.



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VII

BA SOCIOLOGY



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AKS University

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Department of Arts

Curriculum of B.A (Sociology) Program

(Revised as on 1.8.2023)

Semester-VIII

Course Code: 01SO801

Course Title : Intersectionality and Social Stratification

Pre-requisite: Student should have basic knowledge of Intersectionality and Social Stratification

Rationale: Intersectionality and Social Stratification is inevitable; hence learning about human society is incomplete without Intersectionality and Social Stratification. This paper is designed to give the student an extensive knowledge about Social Stratification and its overall impact on society.

Course Outcomes:

CO.1: Analyze the concept of intersectionality and its significance in understanding the complexities of social stratification.

CO.2: 2. Identify and describe various dimensions of social identity including but not limited to race, gender class, sexuality, and ability.

CO.3: Examine historical and contemporary examples of marginalized groups and their struggles for recognition, representation, and equality,

CO.4: Critically assess theoretical frameworks and methodologies used in intersectional analyses of social stratification

CO.5: Demonstrate an understanding of the ways in which systems of power and privilege perate to marginalize certain groups while privileging others.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
	01SO801	Intersectionality and Social Stratification	6	0	02	01	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include assignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:
Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
	01SO 801	Intersectionality and Social Stratification	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO.1: Analyze the concept of intersectionality and its significance in understanding the complexities of social stratification.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Out comes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Concept of Definition and origins of intersectiemin SO1.2 Understanding about the Kimberle Crenshans's intersectional framework SO1.3 Understanding about the Critiques and defures within intersectionality them SO1.4 Understanding the concept Understanding social identities race, gender, class. sexuality, disability, etc. SO1.5 Understanding about the Social stratification definitions and theories (Functional, Conflict & Interaction)	.	Unit 1 Intersectionality and Social Stratification 1.1 Social Stratification 1.2 Definition 1.3 origins of intersectiemin 1.4 Kimberle Crenshans's intersectional framework 1.5 Critiques 1.6 defures within intersectionality them 1.7 Intersectional Analysis 1.8 Understanding social identities race, 1.9 gender, 1.10class. 1.11 sexuality, 1.12disability, etc. 1.13Social stratification 1.14definitions and 1.15theories 1.16Functional, 1.17Conflict 1.18Interaction	

CO.2: 2. Identify and describe various dimensions of social identity including but not limited to race, gender class, sexuality, and ability.

Approximate Hours

Item	App. Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Understand the Concept of Historical background of Schedule Caste (SC). Schedule Tribe (ST) & Other Backward Class SO2.2 Understand the Concept of Constitutional provisions related with SC. ST & OB SO2.3 Understand the concept Problems of SU STS & OBC SO2.4 Understand the concept National Commissions for SC, ST & OBC (NCSC) NCST & NCBC) SO2.5 Understand the concept Various Government Schemes for welfare of SC. ST and OBC		Unit II Social Inequality 2.1 Social Inequality 2.2 Historical background of Schedule Caste (SC). 2.3 Schedule Tribe (ST) 2.4 Other Backward Class 2.5 Constitutional provisions related with SC. ST 2.6 OBC 2.7 Problems of SU STS 2.8 OBC National Commissions 2.9 SC, ST & OBC (NCSC) 2.10 NCST & NCBC) 2.11 Parliamentary Laws – 2.12 Scheduled Caste 2.13 Scheduled Tribe 2.14 (Prevention of Atrocities) Act, 1989 and 2.15 Protection of Civil Rights Act, 1955 2.16 Various Government Schemes for 2.17 welfare of SC. ST and OBC	

CO.3: Examine historical and contemporary examples of marginalized groups and their struggles for recognition, representation, and equality,

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO3.1 Meaning and concept of Defining economic inequality concepts SO3.2 Practical problem Marxist perspectives class struggle, exploitation, and capitalist accumulation SO3.3 Understanding the Social Fonobostalism and conflict theory: social shatitisans and power dynamics SO3.4 Understanding about Neoliberalvin and globalization market ideology. deregulation, and inequality SO3.5 Understanding about Income inequality: disparities in wages, salaries. and carnings		Unit –III Economic Inequality 3.1 Defining economic inequality 3.2 concepts 3.3 Marxist perspectives 3.4 class struggle, exploitation, 3.5 capitalist accumulation 3.6 Fonobostalism conflict theory: 3.7 social shatitisans 3.8 power dynamics 3.9 Neoliberalvin 3.10 globalization 3.11 market ideology. 3.12 deregulation, 3.13 inequality 3.14 Income inequality: 3.15 disparities in wages, 3.16 salaries. 3.17 carnings	



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		3.18 Wealth inequality distribution of assets, 3.19 property, and 3.20 financial resources 3.21 Poverty and 3.22 deprivation: 3.23 patterns, trends, 3.24 measurement challenges 3.25 Economic Weaker Section (EWS) – 3.26 Definition, Concept & Provisions	
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CO.4: Critically assess theoretical frameworks and methodologies used in intersectional analyses of social stratification

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Social Status of women in ancient India. SO4.2 Preparation of Mitak saral Feminism - Definition, History, Types and Waves National Commission for Women SO4.3 Knowledge about the Potrayal of women education in ancient Scriptures and properly rights (Stridhan, dayabhaga & SO4.4 Knowledge about the Various Government Schemes for welfare of Womens SO4.5 Knowledge about Defining LGBIQIA terminology and concepts	.	Unit -IV Gender Inequality 4.1 Social Status of women in ancient India. 4.2 Potrayal of women education in ancient 4.3 Scriptures and properly rights 4.4 Stridhan, dayabhaga 4.5 Mitak saral Feminism – 4.6 Definition, 4.7 History, 4.8 Types and Waves National Commission for Women 4.9 Parliamentary Laws – 4.10 The Dowry Prohibition Act, 1961 and 4.11 The Protection of Women from Domestic Violence Act. 2005 4.12 Various Government Schemes for welfare of Women's 4.13 Sexual Inequality 4.14 Defining LGBIQIA terminology and concepts 4.15 Social construction of sexuality and gender 4.16 late crimes and violence against LGBT people National Council for Transgender Persons 4.17 Parliamentary Law Transgender Persons (Protection of Rights) Act, 2019 4.18 Various Government Schemes for welfare of Transgender	



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CO.5: Demonstrate an understanding of the ways in which systems of power and privilegemperate to marginalize certain groups while privileging others.

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
<p>SO5.1 Understand about the Defining disability: medical vs social models</p> <p>SO5.2 Preparation of Community The social construction of disability</p> <p>SO5.3 Preparation of Objectives Shifts in disability discourse and policy</p> <ul style="list-style-type: none"> • Disability in pre-modern and modern societies <p>SO5.4 Understanding about Parliamentary Law Rights of Persons with Disabilities (RPWD) Act. 2016</p>		<p>Unit 5 Disability</p> <p>5.1 Defining disability:</p> <p>5.2 medical vs</p> <p>5.3 social models</p> <p>5.4 The social construction of disability</p> <p>5.5 Shifts in disability discourse and policy</p> <p>5.6 Disability in pre-modern and</p> <p>5.7 modern societies</p> <p>5.8 Disability rights activism</p> <p>5.9 Intersectional analysis of disability</p> <p>5.10(Disability and gender, race, class, and sexuality)</p> <p>5.11Employment opportunities and barriers for disabled individuals</p> <p>5.12Disability legislation and rights frameworks</p> <p>5.13Strategies for disability advocacy and policy reform</p> <p>5.14Parliamentary Law Rights of Persons with Disabilities (RPWD) Act. 2016</p>	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO.1: Analyze the concept of intersectionality and its significance in understanding the complexities of social stratification.	18	02	01	21
CO.2: 2. Identify and describe various dimensions of social identity including but not limited to race, gender class, sexuality, and ability.	18	02	01	21
CO.3: Examine historical and contemporary examples of marginalized groups and their struggles for recognition, representation, and equality,	18	02	01	21
CO.4: Critically assess theoretical frameworks and methodologies used in intersectional analyses of social stratification	18	02	01	21
CO.5: Demonstrate an understanding of the ways in which systems of power and privilegemperate to marginalize certain groups while privileging others	18	02	01	21
Total Hours	90	10	05	105



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Suggestion for End Semester Assessment

Suggested Specification Table (ForESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Intersectionality and Social Stratification	01	01	03	05
CO-2	Social Inequality	01	01	03	05
CO-3	Economic Inequality	-	03	10	13
CO-4	Gender Inequality	-	03	10	13
CO-5	Disability	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, A: Apply
 The end of semester assessment for Social Change and Development will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No	Title	Author	Publisher	Edition & Year
1	contemporary Sociology: An Introduction to Concept and Theories	Abraham, M. Francis	Oxford University Press New Delhi	Revised edition edition 2010
2	The Sociology of Modernization & Development	Harrison, D.	Sage Publication, New Delhi	Revised edition edition 1989
3	Theory of Culture Change,	Julian H. Steward	University of Illinois press, Umrbanda	Revised edition edition 1965
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna.			

CO-PO Mapping:



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PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire	The B.A. graduates will	The program also empowers the graduates	The B. A. program enables the students	The students will be ignited	Programme provides the	Environment and	Ethics	Individual and team	Communication	Project management	Life-long learning	Students will be able to Develop the sociological	Students will be able to think	To Provide the students to
CO1	3	3	3	2	2	2	1	2	3	3	3	3	3	2	3
CO2	3	2	3	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	2	1	2	1	1	2	2	2	2	3	3	2
CO4	3	2	2	2	2	2	1	2	1	2	1	2	3	2	3
CO5	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map

Pos & PSOs -No.	COsNo. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO.1: Analyze the concept of intersectionality and its significance in understanding the complexities of social stratification.	SO1:1 SO1:2 SO1:3 SO1:4 SO1:5		Unit-1 Intersectionality and Social Stratification 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Mentioned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.2: 2. Identify and describe various dimensions of social identity including but not limited to race, gender class, sexuality, and ability.	SO2:1 SO2:2 SO2:3 SO2:4 SO3:5		Unit-2 Social Inequality 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.3: Examine historical and contemporary examples of marginalized groups and their struggles for recognition, representation, and equality,	SO3:1 SO3:2 SO3:3 SO3:4 SO3:5		Unit-3: Economic Inequality 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.4: Critically assess theoretical frameworks and methodologies used in intersectional analyses of social stratification	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Gender Inequality 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO.5: Demonstrate an understanding of the ways in which systems of power and privilege permeate to marginalize certain groups while privileging others	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Disability 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VIII

Course Code: 02SO801

Course Title : Environmental Sociology

Pre-requisite: Student should have basic knowledge of Environmental Sociology

Rationale: Students are able to understand work and Environmental. And able to understand the Problems faced by Environmental in Organized and Unorganized Sector.

Course Outcomes:

CO 1. Understand the theoretical foundations of environmental sociology, including key concepts such as the sociological imagination, environmental justice. and A be asocialcontention of nature.

CO 2 Analyze the compels relationships between society and the cowwomen, including the ways in which social structures institutions, and power dynamics shape environmental attitudes, behaviors, and inequalities

CO 3. Critically evaluate different perspectives environmental issues, including O mainstream environmentalism, ecological modernization, and political ecology, and their implications for social change und sustainability.

CO 4. Apply sociological theories and methodologies to investigate specific environmental problems, such as climate change, pollution, resource depletion, and biodiversity loss, and their social dimensions

CO 5 Explore the role of social movements, grassroots end policy interventions in addressing environmental challenges and endiron mental justice and sustainability.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)				Total StudyHours(CI+LI+SW+SL)	TotalCredits (C)
			CI	LI	SW	SL		
	02SO802	Environmental Sociology	6	0	02	01	6	6



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Legend: **CI:** Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),
LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)
SW: Sessional Work (include esassignment, seminar, mini project etc.),
SL: Self Learning,
C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment: Theory

Course Credits	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)						Total Marks (CA+CT+SA +CAT+AT)		
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)				
02S O8 02	Economic Sociology	15	20	5	5	5	50	50	100		

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.



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CO 1. Understand the theoretical foundations of environmental sociology, including key concepts such as the sociological imagination, environmental justice. And Abe asocialcontention of nature.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Environmental Sociology: Nature judo Scoot SO1.2 Understand the Concept of Societal-Environmental Dialectic by A Schimberg SO1.3 Understand the concept Treadmill of Production Theory SO1.4 Understand the concept Green Politer		Unit 1 Introduction to Environmental Sociology 1.1 Affection towards 1.2 Nature in Indian traditions 1.3 Scrip tines Religious customs and 1.4 traditions 1.5 Environmental Sociology: 1.6 Nature 1.7 Scopt 1.8 Environment Interactions by 1.9 W Cotton & R. Dunlop 1.10 Societal-Environmental Dialectic by 1.11 A Schnaiberg 1.12 Treadmill of Production Theory 1.13 Environmental Attitudes. 1.14 Behaviors and 1.15 Practices 1.16 Green Politer 1.17 Breakfast Criminology 1.18 fico-Justice	

CO 2 Analyze the compels relationships between society and the cowonment, including the ways in which social structures institutions, and power dynamics shape environmental attitudes, behaviors, and inequalities

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept of Realism SO2.2 Understanding about the Social Constructionism SO2.3 Understanding about the Conservation SO2.4 Understanding the concept Environmentalism	.	Unit 2 Approaches of Environmental Sociology 2.1 Realism 2.2 Social Constructionism 2.3 Conservation 2.4 Ecological Modernisation 2.5 Preservationism 2.6 Environmentalism 2.7 New Geological Paradigm (NEP) 2.8 Human Exemptionalism Paradigm. (HEP) 2.9 Ecofeminism 2.10 contribution of Vandana Shiva 2.11 Feminist Environmentalism 2.12 contribution of Bina Agarwal	

CO 3. Critically evaluate different perspectives environmental issues, including O mainstream environmentalism, ecological modernization, and political ecology, and their implications for social change and sustainability.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Social Ecology Meaning & Scope SO3.2 Practical problem Radhakamal Mukherjee's contribution to Social Ecology SO3.3 Understanding the Human Ecology Model by Robert E Park SO3.4 Understanding about Deep Ecology	.	Unit 3 Social Ecology 3.1 Social Ecology 3.2 Meaning 3.3 Scope 3.4 Radhakamal Mukherjee's contribution to 3.5 Social Ecology 3.6 Ramchandra Guha 3.7 Social Ecology 3.8 Human Ecology Model by 3.9 Robert E Park 3.10 New Human Ecology 3.11 Deep Ecology 3.12 Ecological 3.13 Modernisation 3.14 Definition 3.15 Perspectives 3.16 Political Ecology 3.17 Meaning 3.18 Scope	



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CO 4. Apply sociological theories and methodologies to investigate specific environmental problems, such as climate change, pollution, resource depletion, and biodiversity loss, and their social dimensions

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Anthropogenic & its origin SO4.2 Preparation of Impact of Industrialization & Global Warming SO4.3 Knowledge about the Ozone Depletion SO4.4 Knowledge about the Acid Rain	.	Unit 4 Environmental Issues & Concerns 4.1 Anthropogenic 4.2 its origin 4.3 Industrialization 4.4 Global Warming 4.5 Ozone Depletion 4.6 Acid Rain 4.7 Air Pollution 4.8 Cause, 4.9 Effect 4.10 Remedies 4.11 Water Pollution 4.12 Cause, 4.13 Effect 4.14 Remedies 4.15 Land Pollution 4.16 Cause, Effect 4.17 Remedies 4.18 Noise Pollution 4.19 Cause. 4.20 Effect 4.21 Remedies	

CO 5 Explore the role of social movements, grassroots and policy interventions in addressing environmental challenges and environmental justice and sustainability.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Traditional and New Social Movements SO5.2 Preparation of Environmental Policy in India. SO5.3 Preparation of Forest based Movement The Chipko Movement SO5.4 Understanding about Water based Movement Narmada Bachao Andolan		Unit 5 Environmental Movements in India 5.1 Traditional 5.2 New Social Movements 5.3 Environmental Policy in India. 5.4 Forest based Movement 5.5 The Chipko Movement 5.6 Water based Movement 5.7 Narmada Bachao Andolan 5.8 Land based Movements 5.9 The Oil Refinery Movement (1956-57). 5.10 Uranium Mining 5.11 The Social Movement in Meghalaya (1970s-1980s), 5.12 The Movement against POSCO for Steel 5.13 Mining in Orissa (2005-2012) 5.14 Seed Movements – 5.15 Beej Bachao Andolan of Uttarakhand (1980s) 5.16 Seed Satyagraha (1990s)	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO 1. Understand the theoretical foundations of environmental sociology, including key concepts such as the sociological imagination, environmental justice. and Absence of connection of nature.	18	02	01	21
CO 2 Analyze the complex relationships between society and the environment, including the ways in which social structures, institutions, and power dynamics shape environmental attitudes, behaviors, and inequalities	18	02	01	21
CO 3. Critically evaluate different perspectives on environmental issues, including O mainstream environmentalism, ecological modernization, and political ecology, and their implications for social change and sustainability.	18	02	01	21
CO 4. Apply sociological theories and methodologies to investigate specific environmental problems, such as climate change, pollution, resource depletion, and biodiversity loss, and their social dimensions	18	02	01	21
CO 5 Explore the role of social movements, grassroots and policy interventions in addressing environmental challenges and environmental justice and sustainability.	18	02	01	21
Total Hours	90	10	05	105



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Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Environmental Sociology	01	01	03	05
CO-2	Approaches of Environmental Sociology	01	01	03	05
CO-3	Social Ecology	-	03	10	13
CO-4	Environmental Issues & Concerns	-	03	10	13
CO-5	Environmental Movements in India	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, a: Apply

The end of semester assessment for Industrial Sociology will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	The Sociology : Introduction	Grint, Keith.	Tomas national Publication London	Revised edition 2005
2	Sociology	Miller and Form	Harper and Row , New York	Revised edition 1964
3	Relations in India	Ramaswamy E A	New Delhi	Revised edition 1978
Dr. Pushpa Soni Dept. of Arts AKS University, Satna.				



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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and	The program also empowers the graduates to appear for various competitive examinations or choose the best graduate programme of their choice	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in life with courage and	The students will be ignited enough to think and act over for the solution of various issues prevailed in the human life to	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
CO1	3	2	2	2	2	2	1	2	3	3	2	2	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	1	1	2	1	1	2	2	2	2	3	2	3
CO4	2	3	2	1	2	2	1	2	1	2	1	2	3	2	1
CO5	3		2	2	1	2	1	1	2	2	2	3	2	3	3



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Course Curriculum Map

Pos & PSOs -No.	COsNo. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO 1. Understand the theoretical foundations of environmental sociology, including key concepts such as the sociological imagination, environmental justice. and Abe ascial constection of nature.	SO1:1 SO1:2 SO1:3 SO1:4		Unit-1 Intriduction to Environmental Sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Menti oned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 2 Analyze the comples relationships between society and the cowonment, including the ways in which social structures institutions, and power dynamics shape environmental attitudes, behaviors, and inequalities	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Approaches of Environmental Sociology 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 3. Critically evaluate different perspectives environmental issues, including O mainstream environmentalism, ecological modernization, and political ecology, and their implications for social change und sustainability.	SO3:1 SO3:2 SO3:3 SO3:4		Unit-3 Social Ecology 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 4. Apply sociological theories and methodologies to investigate specific environmental problems, such as elimatue change, pollution, resource depletion, and biodiversity loss, and their social dimensions	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: Environmental Issues & Concerns 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 5 Explore the role of social movements, grassroots ond policy interventions in addressing environmental challenges and ens ironmental justice and sustainability.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Environmental Movements in India 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Semester-VIII

Course Code: 02SO802

Course Title : Economics Sociology

Pre-requisite: Student should have basic knowledge of Economics Sociology

Rationale: Students are able to understand work and Economics. And able to understand the Problems faced by Labour in Organized and Unorganized Sector.

Course Outcomes:

CO 1. Understand the interdisciplinary nature of economic sociology, integrating theories and methods from sociology and economics to analyses economic phenomena.

CO 2. Critically evaluate key theoretical frameworks within economic sociology, such as rational choice theory, embeddedness theory, and social network theory.

CO 3. Explore the role of social institutions. Including markets. Firms, and governments, in shaping economic behavior and outcomes.

CO 4. Analyze the social construction of economic categories, such as money, labour, and value, and their implications for economic organization and inequality.

CO 5. Examine the relationship between economic processes and broader social structures, including class, gender, race, and globalization.

Scheme of Studies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					TotalCredits (C)
			CI	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
	02SO802	Economics Sociology	6	0	02	01	6	6

Legend: CI: Class room Instruction (Includes different instructional strategies. Lecture (L) and Tutorial (T) and others),



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LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (include assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)					Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)		
			Class/Homework Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)					
	02S0802	Economic Sociology	15	20	5	5	5	50	50	100	

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

CO 1. Understand the interdisciplinary nature of economicsociology, integrating theories and methods fromsociology and economics to analyses economicphenomena.

Approximate Hours

Item	Appx Hrs.
CI	18
LI	0
SW	02
SL	01
Total	21



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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Definition. Nature and Scope of Economic Sociology SO1.2 Understand the Concept of Relationship between Economy and Society SO1.3 Understand the concept Gift and its dimensions SO1.4 Understand the concept Models of Economic Development		Unit 1 Introduction to Economic Sociology 1.1 Definition. 1.2 Nature 1.3 Scope of Economic Sociology 1.4 Relationship between Economy 1.5 Society 1.6 Reciprocity 1.7 its forms 1.8 Gift 1.9 its dimensions 1.10 Money 1.11 Exchange 1.12 Changing Dimension 1.13 Modern Forms of Exchange 1.14 Models of Economic 1.15 Development 1.16 Changing Nature of Labour Relations	

CO 2. Critically evaluate key theoretical frameworks within economic sociology, such as rational choice theory, embeddedness theory, and social network theory.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes(SOs)	(LI)	Class room Instruction(CI)	(SL)
SO2.1 Concept of Karl Mars: Theory of Surplus Value SO2.2 Understanding about the Emile Durkheim: The Division of Labour in Society SO2.3 Understanding about the Georg Simmel: The Philosophy of Money SO2.4 Understanding the concept Taleott Parsons: Economy & Society	.	Unit 2 Classical Thinkers of Economic Sociology 2.1 Karl Mars: 2.2 Theory of Surplus 2.3 Value 2.4 Emile Durkheim: 2.5 The Division of Labour in Society 2.6 Georg Simmel: 2.7 The Philosophy of Money 2.8 Thorstein Veblen: 2.9 The Theory of Leisure Class 2.10 Taleott Parsons: 2.11 Economy & Society 2.12 Neil Smelser: 2.13 Economic Sociology 2.14 Marcel Mauss: 2.15 Reciprocity 2.16 Gift Exchange	



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CO 3. Explore the role of social institutions. Including markets. Firms, and governments, in shaping economic behavior and outcomes.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept Economic basis of society's standard of living: SO3.2 Practical problem Dialogue the foundation stone of development of economic life SO3.3 Understanding the Dependency Theory SO3.4 Understanding about World Systems Theory	.	Unit 3 Classical Thoughts of Economic Sociology 3.1 Economic basis of society's standard of living: 3.2 Dialogue the foundation stone of development of economic life 3.3 Moderization Theors 3.4 Dependeny Theory 3.5 World Systems Theory 3.6 Formalism 3.7 Substantivism 3.8 Welfarism 3.9 Neoliberalism 3.10 Factory and Industry Systems	

CO 4. Analyse the social construction of economic categories, such as money, labour, and value, and their implications for economic organization and inequality.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes	(LI)	Class room Instruction	(SL)
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(SOs)	(CI)
SO4.1 Understanding about Meaning & Emergence of New Economic Sociology SO4.2 Preparation of Impact of Karl Polanyi. Embeddedness & Substantive Economy SO4.3 Knowledge about the Mark Granovetter: Social Network Theory SO4.4 Knowledge about the Neil Fligstein: Organisational Theory	Unit 4 New Economic Sociology 4.1 Meaning 4.2 Emergence of New Economic Sociology 4.3 Karl Polanyi. 4.4 Embeddedness 4.5 Substantive Economy 4.6 Mark Granovetter 4.7 Social Network Theory 4.8 Neil Fligstein 4.9 Organisational Theory

CO 5. Examine the relationship between economic processes and broader social structures, including class, gender, race, and globalization.

Approximate Hours

Item	Appx Hours
CI	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Social Development SO5.2 Preparation of The Three Worlds of Development: Capitalist, Socialist & Third World SO5.3 Preparation of , Problem of Social Development in India after the Independence SO5.4 Understanding about Meaning and Background		Unit 5 Social Development 5.1 Social Development 5.2 Meaning 5.3 Nature 5.4 The Three Worlds of Development: 5.5 Capitalist, 5.6 Socialist 5.7 Third World 5.8 Socio-cultural Dimensions of Development 5.9 Social Development in India after the Independence 5.10 Globalization 5.11 Meaning 5.12 Background 5.13 Anthony Giddens on Globalization 5.14 Impact of Globalization in India. 5.15 Merits and Demerits of Globalization	

Brief of Hours suggested for the Course Outcome



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Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO 1. Understand the interdisciplinary nature of economic sociology, integrating theories and methods from sociology and economics to analyse economic phenomena.	18	02	01	21
CO 2. Critically evaluate key theoretical frameworks within economic sociology, such as rational choice theory, embeddedness theory, and social network theory.	18	02	01	21
CO 3. Explore the role of social institutions. including markets. firms, and governments, in shaping economic behaviour and outcomes.	18	02	01	21
CO 4. Analyse the social construction of economic categories, such as money, labour, and value, and their implications for economic organisation and inequality.	18	02	01	21
CO 5. Examine the relationship between economic processes and broader social structures, including class, gender, race, and globalization.	18	02	01	21
Total Hours	90	10	05	105

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction to Economic Sociology	01	01	03	05
CO-2	Classical Thinkers of Economic Sociology	01	01	03	05
CO-3	Classical Thoughts of Economic Sociology	-	03	10	13
CO-4	New Economic Sociology	-	03	10	13
CO-5	Social Development	01	03	10	14
Total		03	12	36	50

Legend: R: Remember, U: Understand, a: Apply

The end of semester assessment for Industrial Sociology will be held with written examination of 50 marks

Note. Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method
4. Group Discussion
5. Brainstorming



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Suggested Learning Resources:

(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	The Sociology of work : Introduction	Grint, Keith.	Tomas national Publication London	Revised edition 2005
2	Industrial Sociology	Miller and Form	Harper and Row , New York	Revised edition 1964
3	Industrial Relations in India	Ramaswamy E A	New Delhi	Revised edition 1978
Dr. Pushpa Soni Dept. of Arts AKS University, Satna.				

CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO 2	PSO3
Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which	The B.A. graduates will be acquainted with the social, economical, historical, geographical,	The program also empowers the graduates to appear for various competitive examinations or choose the next graduate programme of their choice.	The B. A. program enables the students to acquire the knowledge with human values framing the base to deal with various problems in	The students will be ignited enough to think and act over for the solution of various issues prevailed	Programme provides the base to be the responsible citizen.	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Students will able to Develop the sociological knowledge and skills.	Students will able to think critically about society and social issues	To Provide the students to understand various culture religion and society in present context
CO1	3	2	2	2	2	2	1	2	3	3	2	2	3	2	3
CO2	2	2	2	2	2	2	1	2	2	2	2	3	2	2	2
CO3	2	3	2	1	1	2	1	1	2	2	2	2	3	2	3
CO4	2	3	2	1	2	2	1	2	1	2	1	2	3	2	1
CO5	3		2	2	1	2	1	1	2	2	2	3	2	3	3



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Course Curriculum Map

Pos & PSOs -No.	COsNo. & Titles	Sos No.	Laboratory Instruction (LI)	Classroom Instructin (CI)	Self Learning (SL)
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 1. Understand the interdisciplinary nature of economic sociology, integrating theories and methods from sociology and economics to analyse economic phenomena.	SO1:1 SO1:2 SO1:3 SO1:4		Unit-1 Introduction to Economic Sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18	As Menti oned in Page no. _____ to _____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 2. Critically evaluate key theoretical frameworks within economic sociology, such as rational choice theory, embeddedness theory, and social network theory.	SO2:1 SO2:2 SO2:3 SO2:4		Unit-2 Classical Thinkers of Economic Sociology 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 3. Explore the role of social institutions. including markets, firms, and governments, in shaping economic behaviour and outcomes.	SO3:1 SO3:2 SO3:3 SO3:4		Unit-3: Classical Thoughts of Economic Sociology 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 4. Analyse the social construction of economic categories, such as money, labour, and value, and their implications for economic organisation and inequality.	SO4:1 SO4:2 SO4:3 SO4:4 SO4:5		Unit-4: New Economic Sociology 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO 5. Examine the relationship between economic processes and broader social structures, including class, gender, race, and globalization.	SO5:1 SO5:2 SO5:3 SO5:4		Unit5: Social Development 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10,5.11,5.12,5.13,5.14,5.15,5.16,5.17,5.18	



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Course Code:	06SO851
Course Title :	Major Project
Pre-requisite:	BA (Bachelor of Arts) students, a pre-requisite field project often involves practical application of theoretical knowledge gained during their course.
Rationale:	Minor projects/field project are integral to BA programs, providing students with a comprehensive learning experience that bridges academic knowledge and practical application. By undertaking field projects, students enhance their research skills, gain professional experience, improve their employability, and contribute to their personal and academic growth.

Semester-VIII

Course Outcomes:

06HI851.1: Apply academic knowledge to real-world business tasks and challenges.

06HI851.2: Demonstrate the ability to analyse and propose solutions to business problems.

06HI851.3: Display professional behaviour and ethical decision-making in a business setting.

06HI851.4: Communicate subject information clearly and effectively in both written and oral forms.

06HI851.5: Collaborate with team members to achieve social, political objectives.

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
PJT	06SO851	Field Project	0	12	0	0	12	6

Legend:

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.



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Scheme of Assessment:

Theory:

Course category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment (ESA)	Total Marks (PRA + ESA)
			Progressive Assessment (PRA)								
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3)10 marks each (CT)	Seminar one (SA)	Class Activity any one (CA T)	Class Attendance (AT)	Total Marks (CA+CT+SA +CAT+AT)			
PJT	06SO 851	Field Project	-	-	-	-	-	-	-	100	

Course Detailing:

During 8th Semester students will undergo a Field Project of 45 days in industries and markets. The 45-day field project in the BA program offers students a practical and immersive learning experience aimed at bridging academic knowledge with real-world applications. Through this project, students have the opportunity to engage directly with industry practices, apply theoretical concepts in practical settings, and develop essential skills crucial for their professional development. Under the guidance of experienced mentors and faculty advisors, students undertake meaningful projects, conduct research, analyse data, and propose solutions to challenges in the field of Social Science, thereby gaining valuable insights into organizational dynamics and operational strategies. This hands-on experience not only enhances their academic learning but also prepares them to effectively navigate complexities in their future careers, fostering critical thinking, teamwork, and leadership capabilities essential in today's competitive business environment.

Guideline for Making a Field Project Report:

- 1. Cover Page:** Include the title of your report, your name, Field Project start and end dates, name of your university, department, and the name of the organization where you completed the Field Project.
- 2. Table of Contents:** List all the main sections and subsections of your report with corresponding page numbers for easy navigation.
- 3. Executive Summary:** Provide a brief overview of your Field Project experience, including the organization's background, your roles and responsibilities, major projects or tasks undertaken, key achievements, and a summary of your overall learning outcomes.



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- 4. Introduction:** Introduce the purpose of the Field Project report, your objectives for the Field Project, and the methodology used (if applicable, e.g., research methods, data collection techniques).
- 5. Organization Overview:** Describe the organization where you completed your Field Project, including its history, mission, organizational structure, products/services offered, target market, and any other relevant details.
- 6. Field Project Experience:**
 - **Roles and Responsibilities:** Detail your specific roles, responsibilities, and projects/tasks assigned during the Field Project.
 - **Skills Developed:** Discuss the skills you gained or improved upon during the Field Project (e.g., technical skills, soft skills, industry-specific knowledge).
 - **Challenges Faced:** Describe any challenges or obstacles encountered during your Field Project and how you addressed them.
 - **Achievements:** Highlight notable achievements, contributions, or projects completed during your Field Project, emphasizing the impact of your work on the organization.
- 7. Learning Outcomes:** Reflect on your learning outcomes and personal development during the Field Project. Discuss how the experience contributed to your academic and career goals.
- 8. Analysis and Evaluation:** Analyse the strengths and weaknesses of the organization's operations or processes you observed during the Field Project. Provide constructive feedback or recommendations for improvement.
- 9. Conclusion:** Summarize the key points of your Field Project experience, reiterate the significance of your contributions, and reflect on the overall value of the Field Project towards your professional development.
- 10. Recommendations (if applicable):** Provide recommendations for the organization based on your observations and experiences during the Field Project.
- 11. References/Bibliography:** Include any sources referenced or cited throughout your Field Project report using appropriate citation style (e.g., APA, MLA).
- 12. Appendices:** Include any supplementary materials such as project reports, presentations, certificates of completion, or any other relevant documents that support your Field Project experience.