Curriculum Book

and
Assessment and Evaluation Scheme
Based on

Outcome Based Education(OBE)

in

Bachelor of Arts (History)

4 Year Degree Program

Revised as on 1st August 2023
Applicable *w.e.f.* Academic Session 2023-24
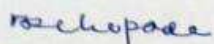

AKS University
Satna 485001, Madhya Pradesh, India

Faculty of Social Science and Humanities

CONTENTS

HOD
Department of Arts
DEPARTMENT OF ART°
AKS UNIVERSITY, SATNE

DEAN
Faculty of Social Science and
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 History Program, which seamlessly integrates the most recent trends and corporate affairs in the field of Social Science and adheres to the guidelines set forth by UGC and HED. 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 & ChairmanAKS University, Satna

FROM THE DESK OF THE VICE-CHANCELLOR

AKS University is currently undergoing a process store vamp its curriculum into an outcome-based approach, with the aim of enhancing the teaching and learning process. The foundation of quality of quality education lies in the implementation of a curriculum that aligns with both societal and industrial needs, focusing on relevant outcomes. This entails dedicated and inspired

Faculty members, as well as impactful industry internships

Hence, it is of utmost importance to begin this endeavor by crafting an outcome-based curriculum in collaboration with academia and industry experts. This curriculum design should be informed by the latest technological advancements, market demands, the guidelines outlined in the National Education Policy (NEP) of 2020, and sustainable goals.

I'm delighted to learn that the revised curriculum has been meticulously crafted by the Department of Arts, in consultation with an array of experts from the industry, research institutes, and academia. This curriculum effectively integrates the principles outlined in the NEP-2020 guidelines, as well as sustainable goals. It also adeptly incorporates the latest advancements in the field of Social Science.

Furthermore, the curriculum takes into account the specific needs of the Indian Industries, focusing on the creation of effective and efficient Social Scientists as well as entrepreneurs. This curriculum will not only imparts knowledge but also encourages students' independent thinking for potential enhancements in the area of Social Science .

The curriculum goes beyond theoretical learning and embraces practical applications. To enhance students' skills, the curriculum integrates industrial visits, and On-Job Training experiences, research projects. This well-rounded approach ensures that students receive a comprehensive education, fostering their skill development and preparing them for success in the field of Social Science.

I am confident that the updated curriculum for Department of Arts will not only enhance students' skills and also contribute significantly to their employability. During the process of revising the curriculum, I am pleased to observe that the Department of Arts has diligently adhered to the guidelines provided by the UGC and HED. Additionally, they have maintained a total credit requirement of 160 for the BA History program.

It's worth noting that curriculum revision is an ongoing and dynamic process, designed to address the continuous evolution of mana advancements and both local and global concerns. This ensures that the curriculum remains responsive and attuned to the changing landscape of education and industry.

AKS University warmly invites input and suggestions from industry experts and technocrats and Alumni students to enhance the curriculum and make it more student-centric. Your valuable insights will greatly contribute to shaping an education that best serves the needs and aspirations of our students.

PROFESSOR B.A. CHOPADE

Vice-Chancellor
AKS University, Satna

As part of our commitment to ongoing enhancement, the Department of Arts consistently reviews and updates its BA History program curriculum every three years. Through this process, we ensure that the curriculum remains aligned with the latest managerial developments, as well as local and global industrial and social demands.

During this procedure, the existing curriculum for the BA History Program undergoes evaluation by a panel of industry specialists, and academicians. Following meticulous scrutiny, the revised curriculum has been formulated and is set to be implemented starting from August 01, 2023. This implementation is contingent upon the endorsement of the curriculum by the University's Board of Studies and Governing Body.

This curriculum closely adheres to the HED model syllabus distributed in May 2023. It seamlessly integrates the guidelines set forth by the Ministry of Higher Education, Government of India, through NEP- 2020, as well as the principles of Sustainable Development Goals. In order to foster the holistic skill development of students, a range of practical activities, including Industrial Visits, Project planning and execution, Report Writing, Seminars, and Industrial On-Job Training, have been incorporated. Furthermore, in alignment with HED directives, the total credit allocation for the BA History program is capped at 160 credits.

This curriculum is enriched with course components in alignment with HED guidelines, encompassing various disciplines such as History Core Courses: 48 credits, Social Science Minor Courses: 32 credits ,Open Elective 16 credits Ability Enhancement Course 2 credits Skill Development Courses 12 Credits, Sustainable Development Goal: 2 Credits, Indian Knowledge Systems: 2 Credits, Environmental Studies: 2 Credits, History Elective 16 credits ,Project and Practical Training: 28 Credits. To ensure a comprehensive learning experience, detailed evaluation schemes and rubrics have also been meticulously provided.

For each course, a thorough mapping of Course Outcomes, Program Outcomes, and Program Specific Outcomes has been undertaken. As the course syllabus is being meticulously developed, various elements such as session outcomes, laboratory instruction, classroom instruction, self-learning activities, assignments, and mini projects are meticulously outlined.

We hold the belief that this dynamic curriculum will undoubtedly enhance independent thinking, skills, and overall employability of the students.

01-August 2023

SOR (Dr.) Harshwardhan Shrivastava

Dean, Faculty of Social Science
and Humanities   AKS University, Satna

INTRODUCTION

The Faculty of Social Science and Humanities offers various courses for students to impart the key concepts of management and its applications in an organization. Apart from the basic courses of BA and MA, the department has also designed some major courses i.e. Ph.D. (Arts), . Our core course and skill courses which lead to the holistic development of the students.

VISION

Our vision encompasses the overall development of the professionals who would become the torchbearer of the financial planning revolution. We strive to impart History education to prepare Social Scientist to stand up to the global competition.

MISSION

M1-The Department aims to motivate the learners to cognize the breadth and depth of the human experience from the past legacy by a comparative study of the past
the contemporary societies and cultures; and thereby

M2 To develop their ability to conduct research, analyze and assess the evidence resulting in their holistic development.

M3 The department endeavors to facilitate the students' acquisition of knowledge and skills that help them to become informed, engaged, and thoughtful citizens.

M4 The department promotes liberal education – to understand society, culture, art, and architecture and to teach human values.

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PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO 1- To become successful research scholars, govt servants, teachers, journalists, archaeologists, curators, administrators, social workforces and tourist guide.

PEO 2-To develop necessary skills to analyse the happenings of the past for facing the challenges in the current scenario.

PEO3 -To uphold their standards by inculcating the spirit of Nationalism and moral values and making them as a responsible citizen. Key Components of the Mission Statement

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 studentsto aquire 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

PSO1 - Understand the socho, economic, religious and political condition of India through the age at the local ,regional and national level.

PSO 2-Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.

PSO 3-Discuss the development in art and architecture language nd literature ,science and technology

CONSISTENCY/MAPPINGS OF PEOs WITH MISSION OF THE DEPARTMENT

PEOs	M-1	M-2	M-3
PEO 1	3	2	3
PEO 2	3	2	2
PEO 3	2	2	3

Correlation Indices: 1 – Low, 2 – Medium, 3 – High

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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 Management has about 160 credits, the total number of credits proposed for the four year Bachelor of business administration is kept as 160 considering NEP-20 and NAAC guideline.

3. Structure of UG Program in Bachelor of business administration (Honour's):

The structure of UG Program in Bachelor of business administration shall have essentially the following categories of courses with the breakup 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	History 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**

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GENERAL COURSE STRUCTURE AND CREDIT DISTRIBUTION
Curriculum of BachelorofSociology

SEMESTER-I		SEMESTER-II	
Course Title	**Credit**	**Course Title**	**Credit**
Major Subject		**Major Subject**	
History of Ancient India(from early to 1205AD)	6:0:0=6	Idea Of Bharat	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
Ancient culture and Society	4:0:0=4	Basic Concepts of Sociology	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	**20**	**TOTAL CREDIT**	**20**

SEMESTER-III			SEMESTER-IV		
Course Title	**Credit**		**Course Title**	**Credit**	
Major Subject			**Major Subject**		
History of Medieval India (from 1206 to 1739 AD)	6:0:0=6		History of Modern India (from 1740 to 1947 AD)	6:0:0=6	
Minor Subject (Choose anyone)			**Minor Subject (Choose anyone)**		
DBMS	6:0:0=6		Introduction to ASP.NET and C#	6:0:0=6	
DBMS -Practical	6:0:0=6		Introduction to ASP.NET and C# - 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	
Basic Concepts of Social Research	6:0:0=6		Social Change and Development	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	
Basic Concepts of Social Research	4:0:0=4		Social Change and Development	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	
Main Currents of World History(1453 to 1870 CE)	6:0:0=6
DSE-1-T	
History of Contemporary India(from 1947 to 2004 AD)	4:0:0=4
History of Indian Culture	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	
Main Currents of World History(187 to 1950 CE)	6:0:0=6
DSE-1-T	
History of Freedom Movement in Madhya Pradesh	4:0:0=4
Ancient Indian Temple Architecture	4:0:0=4
DSE-2-T	
Living Traditions in Ancient India	4:0:0=4
Ancient Indian Religion and Philosophy	4:0:0=4
Field Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	**20**

SEMESTER-VII	
Course Title	**Credit**
Major Subject	
Historical Heritage ,Methods and Tools	6:0:0=6
Research Methodology	4:0:0=4
DSE-1II	4:0:0=4
Historical Heritage and Tourism	
Womens In Modern India	
Field Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	**20**

SEMESTER-VIII	
Course Title	**Credit**
Major Subject	
Madhya Pradesh Through the Ages	6:0:0=6
Minor	4:0:0=4
Religion and Philosophy	
Field Project/Internship/Apprenticeship	6:0:0=6
TOTAL CREDIT	**20**

Course code and definition:

LTPC	Lecture Tutorial Practical Credit
HCC	History Core Course
SSE	Social Science Elective
GE	Open Electrve
SEC	Skill Enhancement Course
AEC	Ability Enhancement Course
SDG	Sustainable Development Goals
IKS	Indian Knowledge System
EVS	Environmental Studies
HEC	History Elective Course
PJT	Projects

COURSE LEVEL CODING SCHEME

Three-digit number (odd numbers are for the odd semester courses and even numbers are for even semester courses) used as suffix with the Course Code for identifying the level of the course. Digit at hundred's place signifies the year inwhich course is offered. *e.g.*

101, 102---for first semester	201, 202---for second semester	301, 302---for third semester
401, 402---for fourth semester	501, 502---for fifth semester	601, 602---for sixth semester
701, 702---for seventh semester	801, 802---for eighth semester	-

CATEGORY-WISE COURSES

Management Core Course (MCC)

1. Number of History Core Course (MCC): 08, Credits: 48

Sr. No	Code No	Subject	Semester	Credits
1	HCC	History of Ancient India (from early to 1205 AD)	I	6
2	HCC	Idea of Bharat	I	6
3	HCC	History of Medieval India (from 1206 to 1739 AD)	I	6
4	HCC	History of Modern India (from 1740 to 1947 AD)	II	6
5	HCC	Main Currents of World History(1453 to 1870 CE)	V	6
6	HCC	Main Currents of World History(1871 to 1950 CE)	VI	6
7	HCC	Main Currents of World History(1453 to 1870 CE)	VII	6
8	HCC	Madhya Pradesh Through the Ages	VIII	6
Total Credits				**36**

2. Number of History Elective (SSE): 08, Credits: 32

Sr. No	Code No	Subject	Semester	Credits
1	HEC	History of Contemporary India(from 1947 to 2004 AD)	V	4
2	HCC	History of Indian Culture	V	4
3	HCC	Ancient Indian Temple Architecture	VI	4
4	HCC	History of Freedom Movement in Madhya Pradesh	VI	4
5	HCC	Living Traditions in Ancient India	VI	4
	HCC	Ancient Indian Religion and Philosophy	VI	4
	HCC	Historical Heritage and Tourism	VII	4
	HCC	Womens In Modern India	VII	4
Total Credits				**32**

3. Number of Sustainable Development Goal (SDG): 01, Credits: 2

Sr. No	Code No	Subject	Semester	Credits
1	0SDG01	Sustainable Development Goal	I	2
Total Credits				**2**

4. Number of Indian Knowledge Systems (IKS): 01, Credits: 2

Sr. No	Code No	Subject	Semester	Credits
1	0IKS02	Indian knowledge Systems	II	2
Total Credits				**2**

5. Number of Environmental Studies (EVS): 01, Credits: 2

Sr. No	Code No	Subject	Semester	Credits
1	0EVS02	Environmental Studies	II	2
Total Credits				**2**

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

13. Number of Project/ Internship / Survey / Research/ Publication / Conference (PJT): 04, Credits: 28

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

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 1ˢᵗyearstudent, details are below:

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

MANDATORY VISITS/WORKSHOP/EXPERT LECTURES

1. It is mandatory to arrange one industrial visit every semester for the students.

2. It is mandatory to conduct a One week work shop during the winter break after third semester on professional /industry /entrepreneurial orientation.

3. It is mandatory to organize at least one expert lecture per semester for each branch by expert r esource personsfrom industry.

1. For Theory Courses:

- The weightage of Internal assessment is 50% and;
- End Semester Exam is 50% the student has to obtain at least 40% marks individually both in

internalassessment and end semester Exams to pass.

2. For Practical Courses:

● The weightage of Internal assessment is 50% and;

● End Semester Exam is 50%. The student has to obtain at least 40% marks individually both in internalassessment and end semester exams to pass.

3. **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	21 x 15 = 300	20
Semester – IV	20	1	0	20	20 x 15 = 300	20
Semester – V	20	0	0	20	20 x 15 = 200	20
Semester – VI	20	1	0	20	20 x 15 = 300	20
Semester – VII	20	0	0	20	26 x 15 = 300	20
Semester - VIII	20	0	0	20	20 x 15 = 300	20
Total	**160**	**0**	**0**	**200**	**2400**	**160**

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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)

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 (History) Only for BA-H							
3	01HI101	Major-1-T	History of Ancient India (From Early to 1205 AD)	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
	02SO101	Minor - Sociology	Basic Concepts of Sociology				
	02PO101	Minor - Political Sc	Indian Constitution				
5	**Choose Any one (Open Elective)**			4			4
	03PO101	OE- Political Sc	Indian Constitution				
	03SO101	OE- Sociology	Basic Concepts of Sociology				
	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		L (In Hr)	T (In Hr)	P (In Hr)	Total Credit
1	0FO203	**Foundation**	**Indian Knowledge System (IKS)**	**2**			**2**
2	0FO204	**Foundation**	**Environmental Study**	**2**			**2**
Major Group (History) Only for BA-H							
3	1HI202	**Major-1-T**	**Idea of Bharat**	**6**			**6**
Minor Subjects- Choose any one				**6**			**6**
4	2CA202	**Minor – 1 - T**	**Programming in C Language**				
	2CA251	**Minor -1-P**	**Programming in C Language -Practical**			**4**	**2**
	2EC202	**Minor- Economics**	**Micro Economics**				
	2ET202	**Minor – English Literature**	**Study of Drama**				
		Minor -1-P	**Study of Drama**			**4**	**2**
	2SO202	**Minor – Sociology**	**Basic Concepts of Sociology**				
	2PO202	**Minor - Political Sc**	**Political Theory**				
5	**Choose Any one (Open Elective)**			**4**			**4**
	3PO202	**OE- Political Sc**	**Political Theory**				
	3SO202	**OE- Sociology**	**Basic Concepts of Sociology**				
	3ET202	**OE- English Literature**	**Study of Drama**				
		OE- English Literature -1-P	**Study of Drama**			**4**	**2**
	3NC202	**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 (In Hr)	T (In Hr)	P (In Hr)	Total Credit
1	0SE301	T	Digital Marketing	2			2
2	0SE351-P	P	Digital Marketing -Practical			4	2
		T	Salesmanship	2			
		P	Salesmanship -Practical			4	2
		T	Dairy Management	2			
		P	Dairy Management -Practical			4	2
Major Group (History) Only for BA-H							
3	1HI301	**Major-1-T**	History of Medieval India (From 1206 – 1739 AD)	6			6
Minor Subjects- Choose any one				6			6
4	2CA301	**Minor – 1 - T**	DBMS				
	2CA351	**Minor -1-P**	DBMS -Practical			4	2
	2EC302	**Minor- Economics**	Macro Economics				
	2ET302	**Minor – English Literature**	Study of Prose				
	2ET302	**Minor -1-P**	Study of Prose			4	2
		Minor – Sociology	Basic Concepts of Social Research				
	2PO301	**Minor - Political Sc**	Western Political Thoughts				
5	**Choose Any one (Open Elective)**			4			4
	3PO301	**OE- Political Sc**	Western Political Thoughts				
		OE- Sociology	Basic Concepts of Social Research				
	3ET302	**OE- English Literature**	Study of Prose				
	3ET302	**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	**0SE401**	T	Web Designing	2			
	0SE451	P	Web Designing -Practical			4	2
	0SE402	T	Retail Management	2			
		P	Retail Management -Practical			4	2
	0SE403	T	Accounting and Tally	2			
		P	Accounting and Tally -Practical			4	2
Major Subjects- (Compulsory)							
Major Group A (Computer Application) Only for BA-Computer							
2	**1HI401**	**Major-1-T**	History of Modern India (from 1740 -1947 Ad)				6
Minor Subjects- Choose any one				6			6
3	2CA301	**Minor – 1 - T**	Introduction to ASP.NET and C#				
	2CA351	**Minor -1-P**	Introduction to ASP.NET and C# -Practical			4	2
	2EC402	**Minor- Economics**	Money, Banking and Public Finance				
	3ET302	**Minor – English Literature**	Study of Prose				
	2ET302	**Minor -1-P**	Study of Fiction			4	2
		Minor – Sociology	Basic Concepts of Social Research				
	2PO401	**OE- Political Sc**	Indian Political Thinkers				
4	**Choose Any one (Open Elective)**			4			4
	3PO401	**OE- Political Sc**	Indian Political Thinkers				
		OE- Sociology	Basic Concepts of Social Research				
	3ET302	**OE- English Literature**	Study of Fiction				
	3ET302	**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	01HI501	**Major-1-T**	Main Currents of World History (from 1453 to 1870 CE)	6			6
Discipline Specific Elective Subjects-				4			4
3	05HI501	**DSE-1-T**	History of Contemporary India (from 1947 to 2004 AD)				
	05HI502	**DSE-1-T**	History of Indian Culture				
4	**Field Project/Internship/Apprenticeship**			6			6
	06HI551						
			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	01HI601	**Major-1-T**	Main Currents of World History (from 1871-1950 CE)	6	-	-	6
Discipline Specific Elective Subjects-				4	-	-	4
2	05HI601	**DSE-1-T**	History of Freedom Movement in Madhya Pradesh	4			4
	05HI602	**DSE-1-T**	Ancient Indian Temple Architecture	4			4
Discipline Specific Elective Subjects-				4	-	-	4
	05HI603	**DSE-2-T**	Living Traditions in Ancient India	4			4
	05HI604	**DSE-2-T**	Ancient Indian Religion and Philosophy	4			4
4	**Field Project/Internship/Apprenticeship**			6	-	-	6
	06HI651						
			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	01HI701	Core-1	Historiography concepts Methods and Tools	6	0	0	6
2.	05HI505	DSE-III	Historical Heritage and Tourism	4	0	0	4
	05HI506		Womens In Modern India				
3	04HI701	Research	Research Methodology	4	0	0	4
4	06HI751	Project		0	0	6	6
				14	**0**	**6**	**20**

SEMESTER – VIII

S. N.	Subject code	Group	Subject	Period			Credit
				L	T	P	
1.	01HI801	Core-1	Madhya Pradesh Through the Ages	6	0	0	6
2	02HI801	Minor	Religion and Philosophy	4	0	0	4
3	06HI851	Research Project		0	0	10	10
				10	**0**	**10**	**20**

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 historicalevolution, key theories, and concepts of sustainable development.

0SDG01.2: Identify and apply methods for assessing the achievement of sustainable development and discover thescience, 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 resourceuse.

0SDG01.4: Develop skills to understand attitudes on individuals, society and their role regarding causes and solutionsin 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 effectiveSDG implementation. Deepen knowledge and pedagogical tools to incorporate values-based educationfor sustainable development in educational programmes and processes.

Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	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 ensureoutcome of Learning.

Scheme of Assessment:

Theory:

Code	Code Couse	Title Course	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						Semester End (ESA)	Marks Total (ESA+PRA)
			Class assignment/Home Assignment marks of each (CA)	Class Test (CT) 10 marks of each best out of 2 (2)	one Semina (SA)	an Activity on Te Class (Ac)	Atten dance on Class (AT)	Total Marks (CA+CT+SA+CAT+AT)		
SDG	0SDG 01	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
Cl	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
SO1.1 Understand about Sustainable Development		**Unit-1.0: Introduction to Sustainable Development** **[6 Hours]**	1. Different SDG goals details

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

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
Cl	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

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

SW-2 Suggested Sessional Work (SW):

a. **Assignments:** Education role to achieve SDGs, The role of education in Sustainable Development, Measuringtechniques of sustainability, Sustainability Indicators.

b. Mini Project:

c. **Other Activities (Specify):** Seminar and group discussion on ESD and measuring sustainability MillenniumDevelopment Goals (MDGs).

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. Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

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

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.

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.

Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
SO4.1 Understand environmental sustainability is crucial in reducing the impacts of climate change **SO4.2** Discuss causes of emission of GHGs and its consequences		**Unit-4.0: Climate Change, Energy and Sustainable Development [6 Hours]** 4.1 The greenhouse effect: Causes and Consequences 4.2 Climate Change: A Threat to Sustainable Development	1. Agreement on Climate Change, Trade, and Sustainability Carbon Credit, carbon trading Kyoto Protocol

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
SO4.3 Explain how climate change and sustainable development both play a role in shaping the human and environmental factors of the world **SO4.4** Explain the importance of sustainable production and consumption **SO4.5** Climate change is disrupting national economies and affecting lives and livelihoods, especially for the most vulnerable and its mitigation		4.3 Adaptation to Current and Future Climate Regimes 4.4 The consequences: crop failure 4.5 Solutions technology and lifestyle changes 4.6 Mitigating Climate Change	

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
Cl	6
LI	0
SW	1
SL	1
Total	8

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

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SO4.1 Understand the relevance and the concept of sustainability and the global initiatives in this direction		Unit-5.0: Sustainable Business Practices [6 Hours]	1. Local to the Global: Can Sustainable Development Work
SO4.2 Understand role of Corporations and Ecological Sustainability		5.1 Corporate Social Responsibility	
SO4.3 Explain role of CSR in Sustainability		5.2 Sustainable products and services	
SO4.4 Understand the SD challenge for companies, their responsibility and their potentials for action		5.3 Business and Environment 5.4 Corporations and Ecological Sustainability	
SO4.5 Discuss the role of world government for world justice and peace		5.5 Life Cycle Assessment: ☐ LCA Overview and Application World peace and justice: ☐ United nations goals for peace and justice ☐ World Government for peace	

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 (Sl)	Total hour (Cl+SW+Sl)
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 Devpt	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	OECD	OECD Publishing, Paris	2019
	and Impact			
10	Development Discourse and	Ziai, Aram	Routledge, London &	2016

	Global History from colonialism to the sustainable development goals		New York	
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 analysis	Mobilization of resources	Research orientation	Developing corporate solutions	Acquire leadership skills and entrepreneurial mindset	Application of ethical practices and moral values
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		2	3	3

CO								
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

CO						
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
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

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	**0SDG01.1:** Examine critically the 17 newly minted UN Sustainable Development Goals	SO1.1 SO1.2		**Unit-1.0:** Intr	

			SO1.3		oduction to
PSOs 1,2		and understand the historical evolution, key theories, and concepts of sustainable development	SO1.4 SO1.5		**Sustainable Development** 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
POs 1,2,3,4,5,6 PSOs 1,2	**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		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	**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		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	**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		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	**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		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

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)
			Cl	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 ensureoutcome of Learning.

Scheme of Assessment:

Theory:

Code	Code Couse	Title Course	Scheme of Assessment (Marks)						Marks SeA End	Marks Total ESA PRA
			Progressive Assessment (PRA)						Semester Assessment (ESA)	ESA
			Cl ass /H om e Assign ment (marks 5 each)	Class Test (2 Test 10 of each out of Class besm t rk (2 3) C	one Se SA mi) na	an y Ac tivi ty on Cl ass (C T e)	Att e)n Cl da AT ass nce (	Total Marks (CA+CT+SA+CAT+ AT)		
SSD	0SSD 02	Communication Skill	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.

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

Approximate Hours

Item	AppX Hrs
Cl	8
LI	0
SW	0

		SL	1
		Total	9

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

SW-1 Suggested Sessional Work (SW):

    a.   **Assignments:**

                            b.   **Mini Project:**

    c.   **Other Activities (Specify):**

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

Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
SO2.1 Understand the techniques of Group Discussion		**Unit-2.0: Confidence building skills, Interview Skills and Resume Writing**	1. Prepare debate on given topics

Session Outcomes (SOs)		Class room Instruction (CI)	
SO2.2 Understand the concept of Debate		**[6 Hours]** 2.1 Group Discussion on impact of covid 19 on mental health 2.2 Discussion on impact of social media on lives, pros and cons of technology 2.3 Debate 2.4 Presentation of prepared debate speeches 2.5 Interviews and their Kinds 　(Mock Interview Session) 2.6 Resume Writing	**2.** Prepare for mock interview
SO2.3 Students present their prepared debate			
SO2.4 Students will actively participate in group discussion			
SO2.5 Students will be able to prepare themselves for interview			

SW-2 Suggested Sessional Work (SW):

    a. **Assignments:**

                                              b. **Mini Project:**

    c. **Other Activities (Specify):**

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

Approximate Hours

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

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

SW-3 Suggested Sessional Work (SW):

a. **Assignments:**

b. **Mini Project:**

c. **Other Activities (Specify):**

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

Approximate Hours

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

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

SW-4 Suggested Sessional Work (SW):

a. **Assignments:**

b. **Mini Project:**

c. **Other Activities (Specify):**

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

Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

SO5.1 Students will be able to understand the value of Indian Literature		**Unit-5.0: Indian Writing in English& Hindi** **[3 Hours]**	
SO5.2 Students will be able to analyse the work of Indian Writers		5.1 The Axe- R.K. Narayan 5.2 The Night of the Scorpion- Nissim Ezekiel 5.3 The Portrait of a Lady - Khushwant Singh	
S05.3 Students will relate with the power of perspective and accountability			
SO5.4 Students become acquainted with the power of unity			
SO5.5 Students understand the importance of choices and its impact on life			

SW-5 Suggested Sessional Work (SW):

    a. **Assignments:**

                  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 (Sl)	Total hour (Cl+SW+Sl)
0SSD02.1: Building up of confidence and presentation skill	8	1	1	10
0SSD02.2: Students will be able to exhibit group discussion and interview skills	6	1	1	8
0SSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances	6	1	1	8
0SSD02.4: Students will be able to understand the concept of basic grammar	7	1	0	8
0SSD02.5: 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**	
0SSD02.1	Self-grooming, Basic Etiquettes and Presentation Skill				
0SSD02.2	Confidence building skills, Interview Skills and Resume Writing				

0SSD02.3	Public Speaking Skills& Conversational Skills				
0SSD02.4	Functional Grammar and Vocabulary Building				
0SSD02.5	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

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
3	□□□□□□□□□□□□□ □□□□	□□.□□.□□□□□	□□□□□□□□□□□ □□□□□	2022
4	Lecture notes provided by Dept. of Arts, AKS University, Satna			

Curriculum Development Team:

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**Cos,
POs
and**

Course Title: BA/BA (Hon's)
Course Code: 0SSD02
Course Title: Communication Skill

Course Outcomes	Program Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions
0SSD02.1: Building up of confidence and presentation skill	2	2	1	1	3	2
0SSD02.2: Students will be able to exhibit group discussion and interview skills	2	2	2	1	3	2
0SSD02.3: Students will be able to communicate effectively in Hindi and English languages without hindrances	2	3	2	1	3	2
0SSD02.4: Students will be able to understand the concept of basic grammar	1	1	1	1	1	1
0SSD02.5: The study of Dramas and Poems written by Indian Writers	1	2	2	1	2	2

Legend: 1 – Low, 2 – Medium, 3 – High

Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)
POs 1,2,3,4,5,6 PSOs 1,2	**0SSD02.1:** 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	**0SSD02.2:** 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 ski 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	**0SSD02.3:** 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	**0SSD02.4:** 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 ar 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	**0SSD02.5:** 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 Engli Hindi** 5.1, 5.2, 5.3

AKS University
Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA HISTORY
(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 analyse the various stage of evolution and development of man in the Prehistoric , Prohistoric and Historic age . To have an in depth knowledge about the ancient civilization of India

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like Indus -Saraswati civilization, Vedic civilization ,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,Vedic civilization ,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 .

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	**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

			Scheme of Assessment (Marks)

Board of Study	Couse Code	Course Title	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)		
	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.

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

Approximate Hours

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

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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

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
Cl	23
LI	0
SW	1
SL	1
Total	25

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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

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
Cl	16
LI	0
SW	1

SL	1
Total	18

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

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
Cl	14
LI	0
SW	1
SL	1
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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

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

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO5.1 Understand about the nature of state ands 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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)

.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 meningful 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 meningful 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

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	प्राचीनभारतकाइततहास	चतुर्वेदीए. के .	एसबीपीडीपब्लिकेशन	Edition 2022
3	प्राचीनभारतकाइततहास	शर्○ाआरएस	Sahitya Bhavan Publication House Agra	Edition 2022
4	Mr. Gaurav Singh Dept. 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
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	PSO1	PSO2	PSO3

Course Curriculum Map

CO5	CO4	CO3	CO2	CO1	Program Outcomes
1	2	3	2	3	The students acquire knowledge in the field of social sciences, literature and
2	3	1	2	3	The B.A. graduates will be acquainted with the social, economical, historical,
2	2	2	2	2	The program also empowers the graduates
2	2	2	2	2	The B. A. program enables the students
1	0	1	1	1	The students will be ignited enough to think and act over for the solution of various
2	3	2	2	2	Programme provides the
1	1	1	1	1	Environment and
1	1	1	1	1	Ethics
1	1	1	1	1	Individual and team work
1	1	1	1	2	Communication
1	1	1	1	1	Project management and finance
3	3	3	3	3	Life-long learning
3	3	3	2	2	Understand the socho, economic, religious and
3	3	3	3	3	Develop the skills needs to succeed in competitive examinations to enhance job
3	3	3	3	3	Discuss the development in art and architecture language nd literature

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:** 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, 1.9,1.10,1.11,1.12,1.13,1.14,1.1 5,1.16,1.17,1.18,1.19,1.20,1.21, 1.22,1.23,1.24	to _____ As Mentioned in Page no. _____
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 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. 15,2.16,2.17,2.18,2.19,2.20,2.2 1,2.22,2.23	
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 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 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3,3.8, 3.9,3.10,3.11,3.12,3.13,3.14,3.1 5,3.16	
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 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, 11,12 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	

AKS University
Faculty of Social Science and Humanities
Department of Social Science and Humanities
Curriculum of Bachelor of Arts
(Revised as on 01.08.2023)

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:

CO 1: Acquire the knowledge of the fundamentals and features of MS Windows, including various versions, screen elements, dialog boxes, and toolbars.
CO 2: Acquire the basic and advances knowledge of MS word and word processing.
CO 3: Acquire the basic and advances knowledge of MS Access and data base system.
CO 4: Acquire the basic and advances knowledge of MS Excel and Spreadsheet software.
CO 5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS PowerPoint.

Scheme of Studies:

Course Category	Course Code	CourseTitle	Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	TotalCredits (C)
					Scheme of studies(Hours/Week)			
	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(includesassignment, 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

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
	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.

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

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO1.1 Introduction to MS Windows and its Features **SO1.2** Understanding Versions of Windows and their Use **SO1.3** Navigating the Windows Environment	**LI1**. Exploring the Windows Environment. (Familiarize students with the basic features and interface of Windows.)	**Unit-1.0 MS Windows** 1.1. Understand the history and significance of MS Windows as an operating system. 1.2. Identify and explain the key features and functionalities of MS Windows, including its graphical user interface and	

| SO1.4 Understanding the Dialog Boxes, Toolbars, and File Handling
SO1.5 Understanding the Shortcuts, Auto Starts, and Accessories. | LI2. Managing Files and Folders(Teach students how to organize and navigate through files and folders.)
LI3. Customizing the Windows Desktop(Explore desktop customization options and working with icons.)
LI4. Using Windows Explorer(Introduce students to Windows Explorer and file management.)
LI5 Control Panel and System Settings(Familiarize students with the Control Panel and system settings.)
LI6 Installing Software (Guide students through the process of installing new software.) | multitasking capabilities.
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.
1.4. Demonstrate proficiency in working with the Windows desktop, icons, and Windows Explorer for effective file and foldermanagement.
1.6. Describe the elements of the Windows screen and understand different working styles for file management, application launching, and window management.
1.7.Interact with dialog boxes and toolbars within Windows applications, enabling customization of settings and efficient task 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.
1.11 Familiarize students with the basic functions of the Start button and navigating through program lists.
1.12 Equip students with the skills to install new software on a computer.
1.13 Introduce students to the process of installing new hardware components in a computer. | |

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

	Approximate Hours
Item	Appx Hours
Cl	13
LI	6
SW	1
SL	1
Total	21

SessionOutcom		ClassroomInstruction	

es (SOs)	(LI)	(CI)	(SL)
SO2.1 Introduction to MS Word and Document Creation **SO2.2**Editing and Text Enhancement **SO2.3**Text Alignment and Formatting **SO2.4**Text Replacement and Checking **SO2.5**Document Printing and Formatting **SO2.6**Working with Tables and Graphics in Word	LI1 Understand the Word Window and Basic Text Entry.(Familiarize students with the Microsoft Word interface, including the ribbon, menus, and tools.) LI2. Mastering Text Editing and Formatting Techniques(Equip students with fundamental text editing skills, including cut, copy, paste, and text selection.) LI3. Apply Text Enhancements and Font Styles(Enable students to enhance document aesthetics by applying formatting options like bold, italic, and underline.) LI4. Highlight Text and Explore Alignment Options(Develop skills in emphasizing specific text through highlighting and exploring alignment choices.) LI5. Print Preview and Printing Options(Introduce students to Print Preview and various printing options.) LI6. Understand Mail Merge Concepts and Functions(Introduce students to the concept of Mail Merge and its applications.	**Unit 2.MS word** 2.1 Understand the Word window interface and its components. 2.2. Learn how to create Word documents, enter text, and apply basic text formatting. 2.3. Explore text editing techniques, including selecting text, copying, moving, and deleting text within a document. 2.4. Apply text enhancements such as fonts, font styles, and highlighting for a distinctive look in Word documents 2.5. Learn to align and format text using alignment options, indentation, and line spacing settings. 2.6. Understand how to use tabs effectively for precise text alignment and formatting. 2.7. Create lists, numbers, and symbols in documents, including numbering and bullet lists and inserting special characters. 2.8.Discover how to create and apply frequently used text elements for efficiency in document production. 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. 2.10. Learn how to use the Print Preview feature in Word to preview and adjust the appearance of printed documents. 2.11. Understand how to change paper size, align text vertically, and set margins for optimal document formatting. 2.12 Introduce students to essential formatting techniques in Microsoft Word. 2.13 Extend formatting knowledge to advanced techniques including section formatting and mail merging.	

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

Approximate Hours

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

SessionOutcomes	(LI)	ClassroomInstruction	(SL)

(SOs)	(CI)	
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 **SO3.6** Understanding Advanced Data Analysis with Queries **SO3.7** Understanding Automation with Macros and Advanced Access Features	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.) LI4. Query Creation and Data Retrieval(Develop skills in creating queries for data retrieval.) LI5. Reports in MS Access(Guide students in creating, previewing, and printing reports in MS Access.) LI6. Relational Databases and Advanced Features(Introduce students to advanced features in relational databases.)	**Unit-3 : MS Access** 3.1Understand 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 database in MS Access, both with and without the wizard, and understand the importance of field names, data types, and properties. 3.4.Master the skills of adding, deleting, renaming fields, and setting properties, including field captions, resizing, and freezing columns. 3.5.Explore the concept of primary key fields and indexing fields to optimize database performance. 3.6. Use the Form Wizard to create forms in MS Access and learn how to save and modify these forms. 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. 3.8. Learn to create reports in MS Access, preview them, and understand how to print reports effectively. 3.9. Discover how to modify and save reports, including customization of report layouts and designs 3.10. Understand the definition and purpose of relational databases in MS Access, including the creation, viewing, and deleting of relationships between tables.	

| | | 3.11. Explore the use of expressions for calculations and data manipulation within the database.
3.12. Create PivotTable and PivotChart views in an Access desktop database for advanced data analysis and visualization.
3.13.Delve into advanced features and functionalities of MS Access, such as data import/export, database security, and working with linked tables. | |

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

Approximate Hours

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

Session Outcomes (SOs)	(LI)	ClassroomInstruction (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 Spelling Checking **SO4.5** Advanced Excel Techniques Macros **SO4.6** PivotTables, and Data Analysis	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.) LI3. Working with Numbers and Formulas(Introduce students to creating formulas and formatting numbers.) LI4. Changing Worksheet Layout and Formatting Options(Enable students to manipulate the layout of a worksheet and apply formatting options.) LI5. Advanced Techniques: Functions, References, and Charts(Familiarize students with advanced Excel techniques, including functions, references, and charts.) LI6. Macros, PivotTable, and Data Analysis(Introduce students to advanced 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 numbers, and revise cell entries as needed. 4.3. Change the layout of worksheets by adjusting column width, row height, and inserting/deleting rows, columns, and cells. 4.5. Learn how to name worksheets, select and manage multiple worksheets, and explore additional formatting options, including text alignment, borders, and colors. 4.5. Navigate Excel's printing features, including print preview and changing	

| | features like Macros and PivotTables for data analysis.) | page setup for well-formatted printouts.
4.6. Discover how to spell-check and set up error checking in worksheets to ensure data accuracy.
4.7.Utilize Excel functions effectively, including entering functions and working with named ranges.
4.8. Create easy-to-understand charts, including pie charts and series charts, while learning to move, size, and print chart objects.
4.9. Edit and format charts by adding, deleting, and modifying data series.
4.10. Explore the basics of macros and how they can automate tasks in Excel.
4.11.Learn to create PivotTables to analyze and 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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CO 5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS PowerPoint.

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

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

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+SW+Sl)
CO 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
CO 2: Acquire the basic and advances knowledge of MS word and word processing.	13	6	1	1	15

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CO 3: Acquire the basic and advances knowledge of MS Access and data base system	13	6	1	1	15
CO 4: Acquire the basic and advances knowledge of MS Excel and Spread sheet software.	13	6	1	1	15
CO 5: Acquire the basic and advances knowledge of Making Power Point Presentation Using MS PowerPoint.	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	
CO-1	**MS Windows**	01	01	03	05
CO-2	**MS Word**	01	01	03	05
CO-3	**MS Access**	-	03	10	13
CO-4	**Creating Excel Worksheets**	-	03	10	13
CO-5	**Creating PowerPoint Presentations**	01	03	10	14
	Total	03	12	36	50

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

TheendofsemesterassessmentforFinancial Accounting willbeheld 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	Microsoft Office 97	Will Train Gini Courter Annette Marquis	*BPB Publication.*	
2	Microsoft Office 2000	Gini Courter & Annette Marquis	*BPB Publication*	
3	MS Office 2000 for Everyone	Saxena Sanjay		
4				

PO NO.	PO1 Engineering knowledge	PO2 Problem Analysis	PO3 Design/development of solutions	PO4 Conduct studies of difficult problems	PO5 Utilization of modern tools	PO6 Engineers and society	PO7 Environment and sustainability	PO8 Ethics	PO9 Individual and team work	PO10 Communication	PO11 Project management and finance	PO12 Life-long learning	PSO1 Being able to comprehend and put knowledge of software application analysis, design, and development to	PSO2 Apply knowledge and skills for computer practice while upholding social, ethical, and legal principles.	PSO3 The capacity to work with cutting-edge computing systems and pursue employment in the IT sector, including
CO1	2	3	3	3	3	1	1	3	1	1	1	3	1	2	1
CO2	2	3	2	3	2	2	2	2	2	1	1	3	2	2	3
CO3	2	2	2	3	1	2	1	2	1	2	1	3	1	2	2
CO4	2	1	2	2	3	2	1	3	2	2	2	3	2	3	2
CO5	2	2	2	2	3	2	3	3	1	1	2	3	3	2	2

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 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	**CO 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: 1,2,3,4,5,6,7,8,9,10,1	**CO 3:** Acquire the basic and advances knowledge **PSO:**1,2,3 MS Access and data base system.	SO1:3.1 SO2:3.2 SO3:3.3	LI:1 LI:2 LI:3	**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,	LI:4 LI:5 LI:6 3.13

		SO7:3.7		nities	
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 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	**Depart ment of Arts** **C u r r i c u l u m**	**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	**CO 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 LI:6		**nit5:Creating Power Point Presentation** 5.1,5.2,5.3,5.4,5.5,5.6, 5.7,5.8,5.9,5.10

AKS Univ ersit y

F a c u l t y o f S o c i a l S c i e n c e a n d H u m a

o f B A E C O N O M I C S (R e v i s e d a s o n 0 1 . 0 8 . 2 0

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2 3)

Semester - I

edge of History ,politics ,societyand economics.

Rationale: After completing this course, students will be able to sharpen the analytical skiAfterlls by highlighting on broad overview of the Indianeconomy. 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 Code: Core-01EC101

Course Title : 1 INDIAN ECONOMY

Pre- requisite: This course can be opted by any student who has passed 12 thclass . Students should have basic knowl

Course Outcomes:
The students will learn to;
CO 1: Analyze the trends and sectoral composition of national income,anddemographic features
CO.2: TO explain green revolution and new technology in agriculture CO 3: To explain in detail about MSME ,start upindia,and make in india
CO 4 They will able to know about nitiaayog and Indian economic problemCO 5- They will also able to know about Madhya Pradesh economy.
AKS University

Scheme of Studies:

Faculty of Social Science and Humanities Department

of Arts
Curriculum of BA ECONOMICS
(Revised as on 01.08.2023)

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	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

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)
	01EC101	Indian economy	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: 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

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

Session Outcomes (SOs)		Class room Instruction (CI)	
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 sectrol 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	

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

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (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	

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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

CO.3: To explain in detail about MSME ,start upindia,and make in india

Approximate Hours

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

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 Srart up india, 3.9 Make in IndiaAatmnirbharBharat 3.10 Power,transport,communition 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	

CO 4: They will able to know about nitiaayog and Indian economic problem

Approximate Hours

Item	Appx Hours
Cl	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 the FOREIGN TRADE **SO4.2** understanding about the role of investment **SO4.3** Understanding about Indianplaning **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	

CO.5- They will also able to know about Madhya Pradesh economy

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
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 AG Resources 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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
.1: Analyze the trends and sectoral composition of national income,and demographic features	18	2	1	21
.2: TO explain green revolution and new technology in agriculture	18	1	1	20
3:To explain in detail about MSME ,start upindia,and make in india	18	1	1	20
4 They will able to know about nitiaayog and Indian economic problem	18	2	1	21
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 infrastraucture	1	02	10	13

CO-4	**foreign trade and development**	-	0 2	11	13
CO-5	**economy of Madhya Pradesh**	01	0 3	10	14
	Total	04	1 1	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. N o.	Title	Author	Publisher	Edition & Year
1	INDIAN ECONOMY	MISHRA&PURI	HIMALAYA PUBLISHING HOUSE	2020
2	भभभभभपपपप पपपपपपपपप	भभभभभभभभभभ	SPPD Publication	
3	भभभभपपपपपपप पपपपपपपपपपप पपपपपप 2020-21	भभभभभभपपपप पपपपपपपपपपपप पपपपपपपपपपपप पपपपपपपपपपप		2020-21
4	Lecture note provided by Dept. of ARTS AKS University, Satna .			

Curriculum Development Team:

1- Mrs prachisingh, Teaching associate, Department of Arts

2- Mr. Gaurav Singh , Assistant Professor, Department of Arts

3-Mr, Rajeev Bairagi, Assistant Professor

3- Dr.PushpaSoni,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

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 aquire 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

Course carriculam map

Pos & PSOs /*-No.	Cos No. & Titles	SOs No.	LaboratoryInstruction (LI)	Classroom Instructio (CI)	Self-Learning (SL)
PO: 1,2,3,4,5, 6,7,8,9,1 0,11,12 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, 1.7,1.8,1.9,1.1 0,1.11,1.12,1.1 3,1.14,1.15,1.1 6,1.17,1.18	As Mentio ned 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:	CO-3: To explain in detail about	SO3:1		Unit **3** industry and	

PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3,	MSME ,start upindia,and make in india	SO3:2 SO3:3 SO3:4 SO3:5		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		Unit-4: foreign trade and development 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 about Madhya Pradesh economy.	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		nit5 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

AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 01.08.2023)

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. creatiyitv 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, andto appreciate the lyrical and sonorous quality of language.

Course Outcomes:
01EN101.1The Study of Poetry will not only instruct and delight the students, 01EN101.2Student will able to have positivity. creatiyitv and a new way of thinking After the study of this paper, the

students will **be** able:

01EN101.3 Student will able to identify, interpret, analyze and appreciate the various elements of poetry

01EN101.4 Student will able to develop literary intellect.

01EN101.5 Student will able to appreciate the lyrical and sonorous quality of language.

AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	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)

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

Board of Study	Couse 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 (CA+CT+SA+CAT +AT)	(ESA)	(PRA+ ESA)

Program core	01E N10 1	Stud y of Poet ry	15	20	5	5	5	50	50	100

AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

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.

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

Approximate Hours

Item	Appx Hrs.
Cl	12
LI	0
SW	01
SL	01

		Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the literature and its classification **SO1.2** We will understand the `Scope of Poetry from Chaucer to Milton` **SO1.3** Understand the `Poetry of John Donne and Milton`		**Unit-1 Introduction to Literature and its classification** **1.1** Poetry from Chaucer to Milton **1.2** Figures of Speech: **1.3** Definition of Poetry **1.4** Different ages with different socio-economic **1.5** political backgrounds **1.6** Literary Terminology 1. 7 Geoffrey Chaucer: The Wife of Bath 1.8 ThePardoner (from *The Prologue to The Canterbury Tales)* **1.**9 John Donne: 1.10Death Be Not Proud 1.11John Milton 1.12On His Blindness	

2- Student will able to have positivity. creatiyitv and a new way of thinking After the study of this paper, the students will **be** able:

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Will know the meaningof Poetry of Neoclassical and Romantic Age. **SO2.2** Will understand the `Poetry of William Wordsworth` **SO2.3** Will know about John Keats	.	**Unit-2 Poetry in Neoclassical and Romantic Age** **2.1** Alexander Pope: **2.2**Examine The Rape of the Lock - Canto ill 2.3Significance of The Rape of the Lock - Canto ill 2.4 Analyse work of Alexander Pope 2.5 William Wordsworth 2.6Examine Solitary Reaper 2.7 Examine DatThdils 2.8 Significance of Solitary Reaper 2.9Significance of DatThdils 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	

3 Student will able to identify, interpret, analyze and appreciate the various elements of poetry.

Approximate Hours

Item	Appx Hours
Cl	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 Mathew 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	

4 4   Student will able to develop literary intellect,.

Approximate Hours

Item	Appx Hours
Cl	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 4.3Examinec Our Casuarina Tree. Sita 4.4Examind 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	

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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 The Study of Poetry will not only instruct and delight the students,	12	01	01	14
2- Student will able to have positivity. creatiyitv 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	12	01	01	14

appreciate the various elements of poetry				
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

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	**U**	**A**	
CO-1	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	Lecture note provided by Dept. of Arts AKS University, Satna .			

Curriculum Development Team:
1- Mr. Tarashankar Shukla ,SSD
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. 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

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 aquire 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.	Program 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

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 ,1.8,1.91.10,1.11,1.12,1.13,1.14, 1.15	As M en tio ne d in Pa ge 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	
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 .	

AKS University
Faculty of Social Science and Humanities
Department of Arts
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:

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

CO.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.

CO.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

CO.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.

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

Scheme of Studies:

Course Credits	CourseCode	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (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: LaboratoryInstruction (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 Credits	Coues 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
	01S0 101	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.

CO.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.
Cl	18
LI	0
SW	0
SL	01
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand theConcept and nature Indian society Historical background		**Unit 1** **Indian society** **1.1** Foundation of Indian society : Aranyak,	
SO1.2 Understand the Concept of Varna, Ashram, Purusharth		**1.2** Lok (gramya) **1.3** Nagar **1.4** Historical background: Ancient,	
SO1.3 Understand the concept		**1.5** Medieval ,	

Session Outcomes		Class room Instruction	
Rina, Yagya, Sanskar **SO1.4**Understand the concept Doetrine of karma **SO1.5**Understand the concept Reeiproeity:Aranyak,Lok(Gramya) and Nagar settlements		**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** Reeiproeity: **1.15** Aranyak , **1.16** Lok (Gramya) **1.17** Nagar settlements **1.18** Demographic and Cultural Seenario	

CO.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
Cl	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	

CO.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
Cl	18
LI	0
SW	0
SL	01
Total	19

CO .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
Cl	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 Impect 4.11 Cultural Continuities 4.12 Aranyak, 4.13 Lok Nagar 4.14 Urban Development 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	
Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL
SO3.1 Meaning and concept of Lok (Granya) Society: Lok (Gramya) Society: Historical Outline	.	**Unit 3** **Lok (Granya) Society** 3.1 Lok (Gramya) Society	
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 about Rural Development: Policies, Programs and Challenges.		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, 3.11 Kinship 3.12 Religion: Beliefs and Praetiees 3.13 Social Issues 3.14 Rural Development: 3.15 Policies, 3.16 Programs and Challenges. 3.17 Role of Women in Rural Society 3.18 Health Practices and Traditional Medicine	

CO .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
Cl	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 Problam 5.6 Work System: 5.7 Values, 5.8 Patterns and Issues 5.9 Issues of Children 5.10 Problam 5.11 Issues of Youth and Problam 5.12 Issues of Elderlyand Problam 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	

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: 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
CO.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

CO.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
CO.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	18	0	01	19
CO.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**	
CO-1	Indian society	01	01	03	05
CO-2	Aranyak Society	01	01	03	05
CO-3	Lok (Gramya) Society	-	03	10	13
CO-4	Nagar Society	-	03	10	13
CO-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:

6. Improved Lecture
7. Tutorial
8. Case Method
9. Group Discussion
10. Brainstorming

Suggested Learning Resources:

(b) 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 Pubication	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:

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CO-PO Mapping:

PO NO. Program Outcomes	PO1 The students acquire knowledge in the field	PO2 The B.A. graduates will be acquainted with the	PO3 The program also empowers the graduates to appear for various	PO4 The B. A. program enables the students to aquire the knowledge	PO5 The students will be ignited enough to think	PO6 Programme provides the base to be the	PO7 Environment and sustainability	PO8 Ethics	PO9 Individual and team work	PO10 Communication	PO11 Project management and finance	PO12 Life-long learning	PSO1 Students will able to Develop the sociological knowledge and skills.	PSO2 Students will able to think critically about	PSO3 To Provide the students to understand various culture religion and
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

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:**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, 1.12,1.13,1.14,1.15,1.16,1.17,1.18	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:**- 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 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18	
PO: 1,2,3,4,5, 6,7,8,9,10,11,12	**CO.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	SO3:1 SO3:2 SO3:3 SO3:4		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	

PSO: 1,2,3	understanding of society, social groups, social structure, social institutions etc, which will help them in their day to day lives	SO3:5		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	**CO.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	**CO.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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Curriculum of BA Political Science
(Revised as on 01.08.2023)
Semester-I

Course Code: 01PO101

Course Title : Indian Constitution

Pre- requisite:

Rationale:

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This course can be opted by any student who has passed 12 th class .Studentshould have basic knowledge of constitution, government and political system .

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:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	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,

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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

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			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)	(ESA)	(PRA+ ESA)
	01PO1	Indian	15	20	5	5	5	50	50	100
	01	Constitution								

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Department of Arts
Curriculum of Political Science
(Revised as on 01.08.2023)

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 the constitutional development in India.**

Approximate Hours

Item	Appx Hrs.
Cl	18
LI	0

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SW	2
SL	0
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)
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		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
SO1.4 Evaluate the importance of Fundamental Rights and duties **SO1.5** Write meaningfull essay on directive principles of state policy		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
Cl	20
LI	0
SW	0
SL	0
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO2.1 Concept about types of legislative system ..	.	**UNIT 2-Legislature**	
SO2.2 Understanding about the functioning of Parliament.		2.1 Legislature 2.2. Central Legislature 2.3. .Indian Parliament	
SO2.3 Preparation of presentation on Procedure of the 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.	
SO2.4 Understanding the composition and functioning of Vidhan 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.	
SO2.5 Understanding the composition and functioning of Vidhan Parishad.		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
Cl	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 President .. **SO3.3** Understanding the concept of functioning of Executive . **SO3.4** Understanding about the power and funtion of Governor. **SO3.54** Understanding about the power and funtion of .Chief Minister	.	**Unit-3 :Executive** 3.1. Union Executive 3.2 President-Power 3.3. President- Functions. 3.4. Emergency Powers of President of India 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

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
Cl	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.	.	**Unit-4 :Judiciary and Other Constitutional Bodies**	
SO4.2 Preparation of table of composition of courts .		4.1. Supreme Court -. 4.2. Supreme Court - Composition 4.3. Supreme Court – Jurisdiction 4.4. High Court	
SO4.3 Understanding about various constitutional bodies.		4.5. High Court-Composition 4.6. High Court- Jurisdiction 4.7. Constitutional Bodies	
SO4.4 Understanding about the composition and Jurisdiction of High court.		4.8. Election Commission. Functions. 4.9. Election Commission Power 4.10. Union Public Service Commission. 4.11. Union Public Service Commission. Functions	
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	

CO 5-Students will be able to identify the power division in constitution**.**

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO5.1 Understand about the nature of division of power	**Unit 5** : **Division of Powers**
SO5.2 Understanding about concept of relation between Centre and State .	5.1.Centre state Relations 5.2.Legislative Relations.
SO5.3 Understanding about Legislative and Administrative relations.	5.3.Administrative Relations. 5.4.Financial Relations.
SO5.4 Understanding about the concept of Local self Government .	5.5.Local Self Government- 73th Amendment. 5.6.Structure of Panchayati Raj Institutions
SO5.5 Understanding about the financial relations.	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: 5.12Municipalities 5.13. Functions and Responsibilities of Urban Local Bodies 5.14. Governance

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 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

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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.

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 seience	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 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 aquire 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 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	2	1	3	2	3	3
CO2	3	2	2	2	2	1	1	2	1	1	1	2	1	3	3
CO3	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	3	2	1	2	2	1	2	1	1	3	3	3	3
CO5	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.	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 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 .9,2.10,2.11,2.12,2.13,2.14,2.1 5,2.16,2.17,2.18,2.19,2.20	
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** 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3,3.8 ,3.9,31,.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:	**CO- 5:** Students will be	SO5:1		Unit5: **Division of Powers**	

1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	able to identify the power division in constitution.	SO5.2 SO5.3 SO5.4 SO5.5		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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Semester-I

Course Code:	Core-1 NCC Awareness
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- tree

plantation, blood donation, first aid and how to organize different social awareness programs in educational institutions.

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Department of Commerce
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SchemeofStudies:

Board ofStudy	CourseCode	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
		NCC Awareness	6	0	0	0	6	6

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),
LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop, field or other locations using different instructional strategies)
SW: Sessional Work(includesassignment, seminar, miniprojectetc.),
SL: SelfLearning,
C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:

Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
		NCC Awareness	15	20	5	5	5	50	50	100

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Faculty of Social Science and Humanities
Department of Arts

AKS University
Faculty of commerce and financial studies
Department of Commerce

Curriculum of B.A. Plain and Hons. Program
(Revised as on 4.11.223)

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. 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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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		1.0 History of National Cadet Corps:	
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.		1.1 *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*	

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

Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

SO2.1 Understand about the Na, of Lectures	.	2.0 Introduction to Defence Services:	
		2.1 History and Evolution of Defense Services	
SO2.2 Understanding about the Navy and Air Force		2.2 Roles and Functions of the Armed Forces	
SO2.3 Preparation of Army		2,3 Branch Structure: Army, Navy, and Air Force	
		2.4 Basic Training and Recruitment Process	
		2.5 Military Ranks and Hierarchies	
SO2.4 Understanding the command and control		2.6 Defense Service Regulations and Protocols	
SO2.5 Preparation of Honors and Awards		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	

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

Approximate Hours

Item	Appx Hours
Cl	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	.	3.0 Personality development: 3.1 Self-Awareness and Self-Assessment 3.2 Goal Setting and Achievement 3.3 Emotional Intelligence	

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		3.4 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	

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

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 **SO4.3** Understanding about the develop 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	

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	

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.

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.	.	**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	Sessional Work	Self Learning	Total hour (Cl+SW+Sl)
	(Cl)	(SW)	(Sl)	

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CO1. To develop knowledge about discipline character, brotherhood, the spirit of adventure and ideals of selfless service.	15	01	01	17
CO.2 It also enlightens leadership qualities among young students	15	01	01	17
CO.3 To promote National Integration among cadets through state awareness programme, debates, demonstrations, cultural presentation etc	15	01	01	17
CO.4 The aim of this subject is to develop the students of personality,physical and mental health, and social quality.	15	01	01	17
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.	15	01	01	17
Total Hours	75	00	00	85

Suggestion for End Semester Assessment

SuggestedSpecificationTable(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
Theendofsemesterassessmentfor NCC Awareness willbeheld 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:

• ImprovedLecture
• Tutorial
• CaseMethod
• GroupDiscussion

- Brainstorming

SuggestedLearningResources:

- **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	Lecture note provided by Dept. of Commerce AKS University, Satna .			

PO NO.	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3

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Faculty of Social Science and Humanities

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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 aquire 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 concep	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade

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														ts of statistical methods	
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

Course Curriculum Map

POs&PSOs /*-No.	COsNo.&Titles	SOsNo.	Classroom Instruction(CI)	SelfLearning(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	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	

	state awareness programme, debates, demonstrations, cultural presentation etc.			
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 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.1 0,4.11,4.12,4.13,4.15	
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 institutio	PO: 1,2,3,4,5,6,7, 8,9,10,11,12 PSO: 1,2,3	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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Semester-II

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, Originof 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 andYoga, 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)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
IKS	0IKS04	Fundamentals of Indian Knowledge System	2	0	1	1	4	2

Legend:

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

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locationsusing

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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	Code Course	Title Course	Scheme of Assessment (Marks)							Semester End (SEA)	Marks Total (PRA+SEA)
			Progressive Assessment (PRA)								
			Class assignment/Home assignment marks each ( )	Class Test 10 (2 of each out of best marks) (2)	one Semester SA	any Activity on the Class CAT)	Attendance Class 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.

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
Cl	6
LI	0
SW	2

SL	1
Total	9

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

SW-1 Suggested Sessional Work (SW):

    a. **Assignments:** Concepts of Panch Mahabhuta, Classification of ancient texts, origin of ancient rivers.

    b. **Mini Project:** Ancient Universities: Takshashila and Nalanda

        c. **Other Activities (Specify):**

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
Cl	6
LI	0

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SW	2
SL	1
Total	9

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

SW-2 Suggested Sessional Work (SW):

   a. **Assignments:** Visit of Chitrakoot, Maihar and Bharhuta.

   b. **Mini Project:** Kumbhmela, Story of Ramayana and Mahabharata.

   c. **Other Activities (Specify):**

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.

Approximate Hours

Item	AppX Hrs

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Cl	6
LI	0
SW	2
SL	1
Total	9

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

SW-3 Suggested Sessional Work (SW):

a. **Assignments:** Varanamala of Hindi language based on classification of sounds on the basis of their origin.

b. **Mini Project:** Nakshatras, Navagraha and their related plants.

c.   **Other Activities (Specify):**

0IKS04.4: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple

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architecture, Chemistry and Metallurgy, Metal manufacturing etc.

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

ancient times			

SW-4 Suggested Sessional Work (SW):

a. **Assignments:** Varanamala of Hindi language based on classification of sounds on the basis of their origin.

b. **Mini Project:** Nakshatras, Navagraha and their related plants.

c. **Other Activities (Specify):**

0IKS04.5: Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda andYoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc. Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

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

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):**

Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
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, Astrovastu, 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 andYoga, 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.
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, Nagendr a R. 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 Llewllyn	Sidgwick & Jackson	1954
8	Ancient Cities, Sacred Skies: Cosmic Geometries and City Planning in Ancient India	Malville, J. MacKim & Gujaral, Lalit M.	IGNCA & Aryan Books International, New Delhi	2000
9	The Natya Shastra of Bharat Muni	Jha, Narendra	Innovative Imprint, Delhi	2023

S. No.	Title	Author	Publisher	Edition & Year
10	Astronomy in India: A Historical Perspective	Padmanabhan, Thanu	Indian National Science Academy, New Delhi & Springer (India).	2010
11	History of Astronomy in India 2nd 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, 3rd 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, Alboquerque, New Mexico.	2002
22	Charak Samhita, Chaukhamba	Pandey, Kashinath and Chaturvedi Gorakhnath	Vidya Bhawan, Varanasi	
23	Ayurveda: The Science of Self-Healing	Lad, Vasant D.	Lotus Press: Santa Fe	1984

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24	Ayurveda: Life, Health and Longevit	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

Curriculum Development Team:

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Cos, POs and PSOs Mapping

Course Title: BA/BA (Hon's)
Course Code: 0IKS04
Course Title: Fundamentals of Indian Knowledge System

	Program Outcomes						Progran
	PO1	PO2	PO3	PO4	PO5	PO6	PSO

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Course Outcomes	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions	Acquire leadership skills, entrepreneur mindset
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	1	2	3	1	2	2	3
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	2	2	1	1	2	1	1
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	1	1	2	2	2	2	3
0IKS04.: Understanding on ancient Engineering, Science and Technology, Town Planning, Temple architecture, Chemistry and Metallurgy, Metal manufacturing etc	2	1	1	1	2	3	3
0IKS04.5: Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda andYoga, Traditional Medicinal Systems, Ethnomedicine, Nature conservation, World Heritage Sites etc	2	2	3	3	1	1	1

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Legend: 1 – Low,
2 – Medium, 3 –
High

Course Curriculum Map:

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)
POs 1,2,3,4,5,6 PSOs 1,2	**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	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	**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	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	**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	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	**0IKS04.:** 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	**0IKS04.5:** Student will able to understand about the Life, Nature and Health through basic concept of Ayurveda andYoga, 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

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 Credits (C)
			Cl	LI	SW	SL	Total Study Hours (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.

Scheme of Assessment: Theory:

Code	Code Couse	Title Course	Scheme of Assessment (Marks)						Semester End Assesment (ESA)	Marks Total PRA+ESA
			Progressive Assessment (PRA)							
			Class assignment /Home Assignment marks for each (number)	Test (2 best out of 3) of each Class (10 marks)	one Semi na (SA)	an Activity on The Class (Ac)	Atten danceClass (AT)	Total Marks (CA+CT+SA+CAT+AT)		
EVS	0EVS03	Environmental Studies	15	20	5	5	5	50	50	100

Course-Curriculum Detailing:

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Department of Arts

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

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

Approximate Hours

Item	AppX Hrs
Cl	8

LI	0
SW	1
SL	2
Total	11

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)
SO1.1 Know multidisciplinary nature of environmental science **SO1.2** Learn about the natural resources		**Unit-1.0: Environment and Natural Resources [8 Hours]** 1.1 The Multidisciplinary nature of environmental studies. 1.2 Scope and Importance of Environmental studies 1.3 Components of Environment:	1. What is environmental Science? 2. What are resources?

SO1.3 Know the problems associated with land resource		Atmosphere, Hydrosphere, Lithosphere, and Biosphere. 1.4 Brief account of Natural Resources and associated problems 1.5 Land Resource 1.6 Water Resource 1.7 Energy Resource 1.8 Concept of Sustainability and Sustainable Development	
SO1.4 Learn the conservation of resources			
SO1.5 Know alternative energy resources			

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):**

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

	Approximate Hours
Item	**AppX Hrs**
Cl	5
LI	0
SW	2
SL	2
Total	9

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self-Learning (SL)

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SO2.1 Understand the concept of ecosystem		**Unit-2.0: Biomes, Ecosystem and Biodiversity [5 Hours]**	**1.** What is biotic and abiotic components of environment?
SO2.2 Learn the structure of ecosystem		2.1 Major Biomes: Tropical, Temperate, Forest, Grassland, Desert, Tundra, Wetland, Estuarine and Marine	**2.** What are interactions?
SO2.3 Know the function of ecosystem		2.2 Ecosystem: Structure	
SO2.4 Describe the structure of forest ecosystem		2.3 Function and types	
		2.4 their Preservation & Restoration	
SO2.5 Learn about biodiversity and its conservation		2.5 Biodiversity and its conservation practices	

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.OtherActivities (Specify):**

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

Approximate Hours

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Class room Instruction (CI)	Self- Learning (SL)

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

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.

Brief of Hours suggested for the Course Outcome:

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self-Learning (Sl)	Total hour (Cl+SW+Sl)
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 alsodesign 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 **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

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Department of Arts

3	A Textbook of Environmental Studies	Asthana, D. K Asthana Meera	S. C1iand.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 Management, AKS University, Satna			

Curriculum Development Team:

1.

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Faculty of Management Studies
Department of Business Administration
Curriculum of BBA (Hon's)
Program (Revised as on 01
August 2023)

Cos, POs and PSOs Mapping

Course Title: BA/BA (Hon's)
Course Code: 0EVS03
Course Title: Environmental Studies

Course Outcomes	Program Outcomes					
	PO1	PO2	PO3	PO4	PO5	PO6
	Domain knowledge	Contemporary issues	Deep thinking, business analysis	Mobilization of resources	Research orientation	Developing corporate solutions
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:

1

POs & PSOs No.	COs No.& Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instr
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: Environme Resources** 1.1, 1.2, 1.3, 1.4, 1.5,
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, Ec 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: Environme Management and So** 3.1, 3.2, 3.3, 3.4, 3.5,

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Curriculum of BA HISTORY
(Revised as on 01.08.2023)

Semester-II

Faculty of Social Science and Humanities
Department of Arts

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 primitve 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 escenario of Ancient India . Students will get to know the golden past of India and feel proud of themselves.

Course Outcomes:

the students will. be able to

01HI202.1 Aquire knowledge regarding the primitve life and cultural status of the people of AncientIndia .
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 themselves.
01HI202.5 Students will be able to give presentation on Indian Economic tradition .

Scheme of Studies:

Board of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
Program Core	1HI202	Idea of Bharat	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.),

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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

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
	1HI202	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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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.
Cl	24
LI	0
SW	1
SL	1
Total	26

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(S L
				)

		Unit -1 - Concept of Bharatvarsha	
SO1.1 Understand the Concept and nature of Bharatvarsha			
		1.1- Understanding of Bharatvarsha	
SO1.2 Understand the Eternity of synonyms Bharatvarsha		1.2 Concept of Bharatvarsha	
		1.3 Geography of Bharatvarsha	
SO1.3 Understand the Indian concept of Time and space		1.4 Culture of Bharatvarsha	
		1.5 Religious condition of Bharatvarsha	
SO1.4 Evaluate the Glory of Indian Literature		1.6 Festivals of Bharatvarsha	
SO1.5 Write meaningfull essay on Indian view of History		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	

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

Approximate Hours

Item	Appx Hours
Cl	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 SO2.2 Understanding about salient features of Art and Culture . SO2.3 Preparation of presentation	.	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	
on Indian Educational system		2.7 Evolution of Sanskrit 2.8 Evolution of Tigaliri	

SO2.4 Understanding the Ethics of Indian Velor	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

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

Approximate Hours

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

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
		3.1 Indian Perception of Dharma
		3.2 Salient features of Dharma
		3.3 Significance of Dharma
SO3.2 Understanding about the concept of Vasudhaiva Kutumbakam .		3.4 Indian Perception of Darshan
		3.5 Salient features of Darshan
		3.6 Significance of Darshan
SO3.3 Understanding the Polity and Governance.		3.7 Various Schools of Darshan
		3.8 Salient features of Sankhya Darshan
		3.9 Salient features of Nyaya Darshan
SO3.4 Understanding about the concept of Janpad .		3.10 Salient features of Vaisheshika Darshan
		3.11 Salient features of Yoga Darshan
		3.12 Salient features of Vedanta Darshan
SO3. 5 Understanding about the concept of Gram Swarajya .		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

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

Approximate Hours

Item	Appx Hours

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Cl	14
LI	0
SW	1
SL	1
Total	16

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

Environmental conservation.		4.13 Concept of Mathematics 4.14 Famous Mathematician in Ancient India	

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

Item	Appx Hours
Cl	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		Unit 5: Indian Economic Tradition
SO5.2 Preparation of table on Trade , commerce and Industry .		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
SO5.3 Understanding about Maritime Trade		5.5 -Concept of Land
SO5.4 Understanding about the concept of Land ,forest and Agriculture		5.6Concept of Forest
		5.7 Importance of Forest in Indian Culture
		5.8Development of Agriculture
		5.9 Development of Industry in Ancient India
		5.10Activities 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

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

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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 50marks

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	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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CO-PO Mapping:

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	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 aquire 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 there responsible citi	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature, science and technology.

						z e n .									
en ou gh.															
CO 1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 2	3	1	2	2	2	2	1	1	1	1	1	3	2	3	2
CO 3	2	3	2	3	1	3	1	1	1	1	1	2	3	3	3
CO 4	3	1	2	2	1	2	1	1	1	1	1	3	1	2	2
CO 5	1	3	2	2	2	2	1	1	1	1	1	3	3	3	3

Course Curriculum Map

POs& PSOs /*-No.	COsNo.&Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	SelfLearning(SL)

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PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12 PSO:1,2, 3	CO- 1: Aquire knowledge regarding the primitve 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 Mention ed 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:	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	

1,2,3					

BACHELOR OF ARTS [BA]

SECOND 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.

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

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

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or otherlocations 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 ofteacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

			Scheme of Assessment(Marks)							
Course Category	Course Code	Course Title	**Progressive Assessment(PRA)**						End Semester Assessment	Total Marks
			Class/Home Assignment5 number 3 marks each (CA)	Class Test 2 (2 best Of 3) 10 marks each(CT)	Seminar one (SA)	Class Activity any on e (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)

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	1CA202	Program ming in C Languag e	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 learn the core concept of C programming.

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)
SO1.1 Understand about program concept and history of C. **SO1.2** Understand about structure of C program. **SO1.3** Use of algorithm and flow chart. **SO1.4** Types of flow chart. **SO1.5** Understand about programming techniques.	LI1.1 Write a Program to print different data types in 'C' and their ranges. LI 1.2 Write an algorithm & flowchart to find the smallest and largest	**Unit-1.0 Introduction** 1.1 Program Concept . 1.2 introduction, history of C . 1.3 Over view of procedural programming and object oriented programming	1. Use of algorithms for develop program. 2. Create program in C use of decision and looping statement.

SO1.6 Understanding branching, looping recursion, cohesion and coupling.	number of among the three numbers. LI1.3 Write an Algorithm & Flowchart to convert temperature from Celsius to Fahrenheit.	1.4 Data Types 1.5 structure of C program 1.6 Algorithms, Flow Charts - Symbols, 1.7 Rules for making Flow chart 1.8 Types of flowchart 1.9 Programming Techniques — Top down, Bottom up, Modular, Structured - Features, Merits &Demerits 1.10 Programming Logics- Simple Branching, 1.11 Looping, Recursion, Cohesion & Coupling, 1.12 Programming. Testing &Debugging & their Tools.	

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

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

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

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)

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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 2.1Write 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 Associatively 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.

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

Item	AppX Hrs
CI	12
LI	6

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SW	1
SL	1
Total	20

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.	

SW-1 Suggested Sessional Work (SW):

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.

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)

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

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+SW+Sl)
CO1: Student will learn the core concept of C programming.	12	0 6	01	01	20
CO2: Students will use data types, variables, formatted and unformatted function and decision and looping control statement in program. .	12	0 6	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.

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 edition21edition2020
2	Programming Language Concepts	Carlo Ghazi, Mehdi Jazayeri	John Wiley and Sons	1999
3	Programming in ANSIC C	E. Balaguru samy	Tata McGraw Hill	2002
4	Let Us C	Yashavant Kanetkar	Seventh Edition, BPB Publications	2007

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5	Programming in C	Reema Thareja	Oxford University Press India, Noida	

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Faculty of Management Studies
Department of Business Administration
Curriculum of BBA (Hon's) Program (Revised as on 01 August 2023)

CO-PO-PSO Mapping

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	
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	Apply knowledge and skills for computer practice while	
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

/*-No.	CosNo.&Titles	SO No.	Laboratory Instruction LI	Classroom Instruction (CI)	SelfLearning
		AKS University **Faculty of Social Science and Humanities** **Department of Arts** **Curriculum of BA ECONOMICS** (Revised as on 1.08.2023)			
,6,7,8,9, ,3	**CO1: Student will learn the core concept of C programming** **Course Code: Course Title :** **Pre- requisite:**	SO1:1.1 SO2:1.2 SO3:1.3 SO4:1.4 SO5:1.5 **Semester-II**	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 Menti in Pag ____ t
,6,7,8, 12 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	
,6,7,8, 12 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	
,6,7,8, 12 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** 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11	
,6,7,8, 12 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	**nit5: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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Department of Arts

Core- 1EC201

MICRO ECONOMICS

This course can be opted by any student who has passed 12 thclass .Studentshould 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.

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Course Outcomes:
The students will learn to;
CO1: Analyze the Relation of economics and methods of economics.
CO.2: TO explane ordinal and cardinal approach ,law of demand and elasticity of demand
CO 3: To explain law of variable proportion , concept of revenue and cost.
CO 4 They will able to know about market and price determination.
CO 5- They will also able to know factor pricing and concept of welfare economics
AKS University

Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA ECONOMICS
(Revised as on(01.08.2023)

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	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)

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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

Board of Study	Couse 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)	Semin ar one (SA)	Class Activi ty any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+C AT+AT)	(ESA)	(PRA + ESA)
	1EC 201	Micro economics	15	20	5	5	5	50	50	100

AKS University

Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA INDIAN ECONOMY
(Revised as on 01.08.2023)

Course-Curriculum Detailing:

This course curriculumillustrates 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 the   Relation of economics and methods of economics

Approximate Hours	
Item	Appx Hrs.
Cl	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 Definitionof 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 economics 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 beheviour of commodity 1.15 economic laws of commodity , 1.16 wants and choice commodity 1.17 cantrol problem of an economy 1.18 -ppc explain with diagram.	

CO2:.TO explane ordinal and cardinal approach ,law of demand and elasticity of demand

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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| SO2.1Concept concept of cardinal approach

SO2.2- concept of law of diminising marginal utility

SO2.3 concept of law of equimargian utility

SO2.4 Understanding the concept of ordinal approach
SO2.5 Understanding behavioural aapproach-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 equi 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 Behavioural 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 | |

CO 3: To explain law of variable proportion , concept of revenue and cost

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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Session Outcomes (SOs)		Class room Instruction (CI)	
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 concept of revenue and cost	.	**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 Iso product curve -meaning 3.9 charactristics 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	

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

Approximate Hours

Item	Appx Hours
Cl	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	.	, **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	

output **SO4.4** Understanding about the monopoly **SO .5** understanding about the monopolistic competition	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

CO 5.They will also able to know factor pricing and concept of welfare economics

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(S L)
SO5.1 Understand about the marginal productivity theory SO5.2Understanding 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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+ Sl)
1;Analyze the Relation of economics and methods of economics	18	2	1	21
.2: TO explane ordinal and cardinal approach ,law of demand and elasticity of demand	18	1	1	20
3: To explain law of variable proportion , concept of revenue and cost	18	1	1	20
4: They will able to know about market and price determination.	18	2	1	21
5- They will also able to know factor pricing and concept of welfare economics	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 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:

6. Improved Lecture
7. Tutorial
8. Case Method
9. Group Discussion
10. Brainstorming

Suggested Learning Resources:

(b) 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	

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Department of Arts

PO NO.	Program Outcomes	CO1
PO1	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	3
PO2	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	3
PO3	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	2
PO4	The B. A. program enables the students to aquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	2
PO5	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.	1
PO6	Programme provides the base to be the responsible citizen.	2
PO7	Environment and sustainability	1
PO8	Ethics	1
PO9	Individual and team work	3
PO10	Communication	2
PO11	Project management and finance	3
PO12	Life-long learning	3
PSO1	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian economy	2
PSO2	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	3
PSO3	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade	3

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.

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

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3	MICRO ECONOMICS	JHINGAN M.L.	VRINDA PUBLICATION INC
4	Lecture note provided by Dept. of ARTS AKS University, Satna.		

Curriculum of BA Computer Program
(Revised as on 01 August 2023)

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 SO1:3 SO1:4 SO1:5		Unit-1INTRODUCTION OF ECONOMICS1.1,1.2,1.3,1.4,1.5,1.6,1.7, 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 SO2:3 SO2:4 SO2:5		Unit-2 CONSUMER 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 SO3:3 SO3:4 SO3:5		Unit **3**PRODUCTION 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 SO4:3 SO4:4 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 SO5:3 SO5:4 SO5:5		nit5theory of factor pricing.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	

Coursecarriculam map

A K S University

Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

AKS University

AKS University
Faculty of social science and humanities
Department of Arts
Curriculum of BA English Literature
(Revised as on 1.08.2023)

Semester-

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.

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Department of Arts
Curriculum of BA English Literature

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SchemeofStudies:

Board			Scheme of studies(Hours/Week)					TotalCredits
ofStudy	CourseCode	CourseTitle	Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	(C)
CORE	AI-ELITIT	Study of Drama	4	02	0	0	6	6

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)andothers),

LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop, field or other locations using different instructional strategies)

SW: Sessional Work(includesassignment, seminar, miniprojectetc.),

SL: SelfLearning,

C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:

Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
CORE	AI-ELITIT	Study of Drama	15	20	5	5	5	50	50	100

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Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)
Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

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. 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.
Cl	15
LI	0
SW	01
SL	01
Total	20

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
Cl	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 how societal prejudices and discriminatory practices contribute to Shylock's characterization and ultimate fate in "The Merchant of Venice."		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 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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Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

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
Cl	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.		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	
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.		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

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(Revised as on 01 August 2023)

Cl	15
LI	0
SW	01
SL	01
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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		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	

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| Indian theatre, symbolism, imagery, metatheatrical elements, and the role of the Bhagavata and narration in "Hayavadana." | | 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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
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

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		0	0	0	0
Total Hours		60	05	05	100

Suggestion for End Semester Assessment

SuggestedSpecificationTable(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

TheendofsemesterassessmentforPrinciples of Public Administration
 willbeheld 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:

11. ImprovedLecture
12. Tutorial
13. CaseMethod
14. GroupDiscussion
15. Brainstorming

SuggestedLearningResources:

(c) Books:

Curriculum Development Team:
1- Mr. Tarashankar Shukla ,SSD
2- Mr, Rajeev Bairagi, Assistant Professor
3- Mrs Prachi Singh , Teaching Associate , Department of Arts
3- Dr.Pushpa Soni,Assistant Professor, Department of Arts

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4-Dr. Usha Dwivedi ,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

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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 aquire 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.	Program provides the base to be there 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, 9,10,11, 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 ,1.8,1.91.10,1.11,1.12,1.13,1.14, 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	**CO- 4:** Critically analyze the themes of identity and	SO4:1 SO4.2		Unit-4: Indian Drama 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8	

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| ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3 | incompleteness in Girish Karnad's "Hayavadana" within the cultural and mythological context of Indian theatre. . | SO4.3 SO4.4 SO4.5 | | ,4.9,4.10,4.11,4.12, 4.13,4.14,4.15 | |

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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:

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

CO.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.
CO.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

CO.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

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commonsense knowledge and Sociological knowledge

CO.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 Credits	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	**LI**	**SW**	**SL**	**Total Study Hours (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),
LI: LaboratoryInstruction (Includes Practical performances in lboratory 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	Couse 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 (CA+CT+SA+CAT+AT)		(ESA)	(PRA+ ESA)

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	01S O201	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.

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

Approximate Hours

Item	Appx Hrs.
Cl	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 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 andProfessions		**Unit 1** **1. Emergence of Sociology :** 1.1 Tradition of Indian Thinking 1.2 Sociology, 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	

CO.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.

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Approximate Hours

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

Session Outcomes		Class room Instruction	
(SOs)	**(LI)**	**(CI)**	**(SL)**
SO2.1 Concept of Society **SO2.2** Understanding about the Relation between Individual and Society **SO2.3**Understanding about theCommunity **SO2.4** Understanding the concept Social Group **SO2.5**Understanding about theSocial Structure and Function	.	**Unit 2** **1 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 Ssociation 2.11 Institution 2.12 Social Grop 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	

CO.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
Cl	18
LI	0
SW	02
SL	02
Total	21

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CO.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
Cl	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about Culture , Meaning, Characteristics,Type,, Components of Culture,Cultural lag **SO4.2** Preparation of Indian Culture and Civilization, Socialization	.	**Unit 4** **Socio-Cultural Processes :** 4.1 Culture, Meaning, Characteristics, Types 4.2 Components of Culture,	
SO4.3 Knowledge about the Meaning,Characteristics,,Stages,Agencie **SO3.1** Meaning and concept of Social Organization **SO4.4** Knowledge about the Importance Social Processes,Cooperation **SO3.3** Understanding the Social System **SO4.5** Knowledge About Marriage **SO3.4** Imitation,Competition,Conflict Class and Power **SO3.5** Understanding about Education	.	4.3 Cultural lag 4.4 Culture and Civilization 4.5 Socialization, Meaning **Unit 3** **Social Organization and Institutions:** 4.7 (Concept, Emergence, Development, 4.8 Agencies and Challenges) 4.9 Social Organization 3.3 Social System, Meaning, 4.11 Scope 3.5 Importance 4.12 Cooperation 3.6 Origin 4.13 Accommodation 3.7 Development 4.14 Competition 3.8 Family 4.15 Conflict 3.9 Kinship 4.16 Socialization and Cultural 3.10 Marriage 4.11 Transmission 4.17 Acculturation and Assimilation 3.12 Class and Power 4.18 Social Stratification and Mobility 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	

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

Item	Appx Hours
Cl	18
LI	0
SW	02

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SL	01
Total	21

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

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 Course will provide students with a solid grounding in the fundamentals of the sociology discipline	18	02	01	21
CO.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
CO.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
CO.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	18	02	01	21

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CO.5: Teaching of culture, socialization and civilization will emphasise 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**	
CO-1	Emergence of Sociology	01	01	03	05
CO-2	Basic Concepts	01	01	03	05
CO-3	Social Organization and Institutions	-	03	10	13
CO-4	Socio-Cultural Processes	-	03	10	13
CO-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:

16. Improved Lecture
17. Tutorial
18. Case Method
19. Group Discussion
20. Brainstorming

Suggested Learning Resources:

(d) 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.			

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Curriculum Development Team:

8. Dr.PushpaSoni,Assistant Professor, Department of Arts
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12. Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
13. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
14. 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,	The B.A. graduates will be acquainted with the social,	The program also empowers the graduates	The B. A. program enables the students to aquire the knowledge with	The students will be ignited enough to think and act over for the	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
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	3	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

Course Curriculum Map

POs&PSOs -No.	COsNo. &Tittles	Sos No.	Laboratory Instructi	Classroom Instruction(CI)	Self Learning (SL)
PO: 1,2,3,4,5,6, 7,8,9,10,11	**CO.1:**The Course will provide students with a solid grounding in the fundamentals of the	SO1:1 SO1:2 SO1:3		Unit-1 Emergence of Sociology	As Menti

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,12 PSO:1,2,3	sociology discipline	SO1:4 SO1:5		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:**- 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	**CO.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	**CO.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	**CO.5:**Teaching of culture, socialization and civilization will emphasise 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

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Curriculum of BA Political Science
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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

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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.

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SchemeofStudies:

Board ofStudy	CourseCode	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
Program Core	01PO201	Political Theory	6	0	0	0	6	6

Legend:

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CI: ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),
LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworks hop, field or other locations using different instructional strategies)
SW: Sessional Work(includesassignment, seminar, miniprojectetc.),
SL: SelfLearning,**C:**Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:

Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
Program core	01PO 201	Political Theory	15	20	5	5	5	50	50	100

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Course-CurriculumDetailing:

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

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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.
Cl	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO1.1 Understand the meaning and nature of . Political Theory. **SO1.2** We will understand the Approaches to study of Politics. **SO1.3** Understand the difference between Political Science, Political Philosophy, Political Theory. **SO1.4** Will understand Political Thought and Politics. **SO1.5** Will understand the		**Unit-1.0 :Understanding Political Theory** 1.1. Political Theory 1.2. Political Theory: Meaning 1.3. Political Theory: Significance 1.4. Approaches to study of Politics 1.5. traditional approach 1.6. Historical approach 1.7. Institutional approach 1.8. comparative approach 1.9. modern approaches include 1.10.sociological approach, 1.11.economic approach, 1.12.psychological approach,	

Introducing Ideologies.		1.13.quantitative approach, 1.14.simulation approach, 1.15.system approach, 1.16.behavioural approach, 1.17. Marxian approach 1.18. Different terms- Political Science, Political Philosophy, Political Theory, Political Thought and Politics Introducing Ideologies	

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

Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO2.1 Will know the meaning, definition of State, **SO2.2** Will understand the Elements of state . **SO2.3** Will know about Theories of Origin of State. **SO2.4** You will gain knowledge of the Changing nature of state.. **SO2.5** Will gain knowledge of Political Science.	.	**Unit 2.0**, **Concept of State** 2.1. Defining State, 2.2.Elements of state 2.3.Population 2.4.Territory 2.5.Sovereignty 2.6.Government 2.7.Theories of Origin of State 2.8.Divine Right Theory 2.9.Social Contract Theory 2.10.Force Theory 2.11.Evolutionary Theory 2.12.Marxist Theory 2.13.Historical School Theory 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
Cl	15
LI	0
SW	0
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1 Understanding power and its definition and Theories of power.	.	**Unit-3**: **Power. Authority and Sovereignty** 3.1 Meaning of power 3.2 its definition . 3.3 Theories of power	

SO3.2 will also understand Meaning of Authority and its definition theories of Authority. **SO3.2** Will gain knowledge of Meaning of Sovereignty and its definition theories of Sovereignty.	3.4 Pluralist Theory 3.5 Elitist Theory 3.6 Marxist Theory 3.7 Foucault's Theory 3.8 Meaning of Authority 3.9 its definition 3.10 Theories of Authority 3.11 Traditional Authority 3.12 Charismatic Authority 3.13 Legal-Rational Authority 3.14 Meaning of Sovereignty 3.15 its definition	

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
Cl	24
LI	0
SW	0
SL	0
Total	24

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 4.12 Political Equality	

4.13 JusticeMeaning
4.14 Justice definition
4.15 Distributive Justice
4.16 Procedural Justice
4.17 Retributive Justice
4.18 Restorative Justice
4.19 Meaning of Rights
4.20 Definition of Meaning
4.21 Human Rights
4.22 Civil Rights
4.23 Political Rights
4.24 Economic and Social Rights

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

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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		Unit 5:: **The Idea of Democracy**	
SO5.1 Will know about modern approach.		5.1. Rise of democracy	
		5.2. Meaning of democracy	
SO5.2 Will understand the behaviorist approach.		5.3. development of democracy	
		5.4. Definition of democracy	
SO5.3 Will know about the system approach.		5.5. goals of democracy	
		5.6. virtues of liberal democracy	
		5.7. Necessary conditions for the success of democracy	
SO5. 4 Ecological Approach' will understand the interpretation of the rings approach,		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 (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

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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

SuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			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**
TheendofsemesterassessmentforPolitical Theory willbeheld 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:

21. ImprovedLecture
22. Tutorial
23. CaseMethod
24. GroupDiscussion
25. Brainstorming

SuggestedLearningResources:

(e) **Books**:

S. No.	Title	Author	Publisher	Edition&Year
1	Political seience	Dr. j c johary	SBPD PUBLICATION	2021-2022

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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	PO 6	PO 7	PO 8	PO9	PO1 0	PO1 1	PO 12	PSO 1	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 aquire 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 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& 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:** 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	**CO- 3:** They will learn what is power and authority and how they are interwoven.	SO3:1 SO3.2 SO3.3		Unit-3: **Power. Authority and Sovereignty** 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3,3.8,3.9,31,.10,3.11,3.12,3.13,3.14,3.15	
PSO: 1,2,3	These two concepts will further enhance their				

	understanding of politics.			
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, 4.16,4.17,4.18,4.18,4.19,4.20, 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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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

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increase your revenue year over year.

Configuration and customization is key to achieving desired outcomes.

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.

SchemeofStudies:

Course Category	CourseCode	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			Cl	LI	SW	SL	Total StudyHours(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.

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	Course	Scheme of Assessment (Marks)		
Category	se Code	Title	Progressive Assessment (PRA)	End	Total

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			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Semi nar one (SA)	Clas s Acti vity any one (CA T)	Class Attendanc e (AT)	Total Marks (CA+CT +SA+CA T+AT)	Semester Assessment (ESA)	Marks (PRA+ ESA)
		Digital market ing	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.
Cl	12
LI	2
SW	1
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO1.1 Introduction to digital marketing **SO1.2**Understanding E-Commerce **SO1.3**Navigating the electronic bussiness Environment **SO1.**Understanding the		**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	

Blog,WEBSITE. **SO1.5**Understanding the Visibility,visitor engagement.		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	

CO .2: Acquire the basic and advances knowledge of search engine optization.

Approximate Hours

Item	AppxHours
Cl	12
LI	2
SW	1
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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 UnderstandSearch 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. LearnSocial Media Optimization (SMO). 2.6. Introduction to Social Media Marketing ,Advanced Facebook 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.

Approximate Hours

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Item	AppxHours
Cl	10
LI	4
SW	1
SL	0
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
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, googleadwords. 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.understandingAdwords Algorithm. 3.9.Advertisement Designing 3.10.social media.	

CO .4: Acquire the basic and advances knowledge of social media marketing.

Approximate Hours

Item	AppxHours
Cl	00
LI	15
SW	0
SL	0
Total	15

SessionOutcomes (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

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	lab instruction(LI)	Total hour (Cl+SW+Ll)
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

SuggestedSpecificationTable(ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	**U**	**A**	

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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**

TheendofsemesterassessmentforFinancial Accounting willbeheld 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:

26. ImprovedLecture
27. Tutorial
28. CaseMethod
29. GroupDiscussion
30. Brainstorming

SuggestedLearningResources:

(f) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Digital Marketing	Ahuja Vandana	*Oxford university press.*	2016
2	Digital Marketing:cases from india	Saini Romi,NargundkarRajendra	Notion press	2018

/*-No.	COsNo.&Titles	SOsNo.	LaboratoryInstruction(LI)	Classroom Instruction(CI)	SelfLearning
,6,7,8,9,,3	**CO .1:** Acquire the knowledge of the fundamentals and application of digital marketing technique. **CO-PO-PSO Mapping**	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 Menti in Pag to
,6,7,8,12,3	**CO .2:** Acquire the basic and advances knowledge of search engine optiization.	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** 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13	
,6,7,8,12,3	**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** 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,12,2.13	
,6,7,8,12,3	**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	
,6,7,8,12,3	**CO .5:** Acquire the basic and advances knowledge of website traffic analysis. **Course Curriculum Map**	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	**nit5:Java Database and Connectivity** 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10	

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	Apply knowledge and skills for Computer practice while upholding social ethical and	The capacity to work with cutting-edge computing systems and pursue employment in the IT
CO1	2	2	3	3	3	1		3			3	3	2	2	2
CO2	1	3	2	3	2	2		2	1	1	3	3	2	2	
CO3	2	2	2	3	3	2		2	1	1	1	3	2	2	3
CO4	1	2	3	2	2	2		3		1		3	2	2	
CO5	1	2	2	2	3	2	1	3		1	1	3	3	2	2

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Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

AKS University

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(Revised as on 01 August 2023)

Faculty of Social Science and HumanitiesDepartment 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.

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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 significa nce of Bhakti movement in India.

01HI301- Students will be able to give presentation on art and architecture of Medieval Indian P**eriod**

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Scheme of Studies:

Board of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
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

			Scheme of Assessment (Marks)

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Board of Study	Couse Code	Course Title	Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			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)	(ESA)	(PRA+ ESA)
	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.

1- Students will present clear cut ideas about the consolidation of the Delhi Sultanate ,

Approximate Hours

Item	Appx Hrs.
Cl	24

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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		**Unit -1**-Sultanate Period - sources 1.1-Sources of Medieval Indian History 1.2 Sulfonate Period - sources 1.3 Establishment of Delhi Sultanate .Slave Dynasty .Khilji Dynasty .Tugalaq Dynasty 1.4 Consolidations of Delhi Sultanate 1.5 Administration of Sultanate Period	

SO1.4 Evaluate the Conquests , administration ,reforms Social life of Sultunate,Economic **SO1.5** Write meaningfull essay on Mongol Invasion and it's impact .	1.6 Central Administration 1.7 Provincial Administration 1.8 District Administration 1.9 Village Administration 1.10 Military Administration 1.11 Examine Revenue Administration 1.12 Judicial Administration 1.12 Society during Sultanate Period 1.13 Status of Women During Sultanate Period 1.14 Economy during Sultanate Period 1. 15 Various 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	

.2-**Student will be able to draw the picture of period Mughal Empire and contemporary Indian rulers .**

Approximate Hours

Item	Appx Hours

233

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Cl	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 **O2.2** Understanding about the Vijaynagar Kingdoms l**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 2.6 Vijaynagar Kingdoms 2.7 Harihar -Bukka 2.8 Raja Krishnadev Rai 2.9 Achievements of Various rulers of Vijayanagar Kingdoms 2.10 Administration of Vijaynagar Kingdoms 2.11 Economy 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	

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		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	
		2.20 Examine Economic condition	
		2.21 Development of trade	
		2.22 land revenue system	
		2.23 status of women during Mughal Period	

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
Cl	18
LI	0
SW	1
SL	1
Total	20

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 .	.	**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	

SO3.3 Understanding the concept of Rise of Marathas:		3.5 Administration of Sherashah Suri
		3.6 Economy during reign of Shershah Suri
		3.7 Mughal -Rajput Relation.
SO3.4 Understanding about the Aurangzeb and the Decline of Mugha Empire.		3.8 Mughal Sikh Relation ,
		3.9-Rise of Marathas:
SO3.54 Understanding about the Invasion of Nadirashah and it's Impac .		3.10- Shivaji conquests
		3.11 Administration of Shivaji .
		3.12Aurangzeb .
		3.13 Administration during reign of Aurangzeb
		3.14 the Decline of Mughal Empire.
		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

4- Student will write essay on nature and significa nce of Bhakti movement in India.

Approximate Hours

Item	Appx Hours
Cl	17
LI	0

SW	1

SL	1
Total	19

Session Outcomes (SOs)	(L I)	Class room Instruction (CI)	(S L)
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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5:Students will be able to give presentation on art and architecture of Medieval Indian Period .

Item	Appx Hours
Cl	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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)

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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 significa nce 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
		R	**U**	**A**	**Marks**
CO-1	**1**-Sultonate 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	1	35	50
			1		

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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 Medieval India	Satish Chandra	Oxford India Paperbacks	Revised edition 2022
2	मध्यकालीन भारत का इतिहास	हरि शर्मा	SBPD Publication	Edition 2022
3	मध्यकालीन भारत का इतिहास	हरि शर्मा	मध्यप्रदेश हिन्दी ग्रंथ	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	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 an	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 aquire 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 there responsible ci	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.	Discuss the development in art and architecture language nd literature ,science and technology.

	d se nsi ble en ou gh.				t i z e n .							el.		
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

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,	**CO- 1:** Students will Present clear cut ideas about the consolidation of the Delhi Sultanate	SO1:1 SO1.2 SO1.3		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.	As Mentioned in Page no. ——to
12		SO1.4		16,1.17,1.18,1.19,1.20,1.21,1.22	____

PSO:1,2, 3		SO1.5		
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. 8,3.9,3.10,3.11,3.12,3.13,3.14,3 .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 significa nce 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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(Revised as on 4.11.223)

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.

SchemeofStudies:

Course Category	Course Code	CourseTitle	Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	TotalCredits (C)
						Scheme of studies(Hours/Week)		
	1CA301	DBMS	4	2	1	1	8	6

Legend:CI: ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.,Lecture(L)andTutorial(T)andothers),

LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,fiel dorotherlocationsusingdifferentinstructionalstrategies)

SW: SessionalWork(includesassignment,seminar,miniprojectetc.),

SL: SelfLearning,

C: Credits.

Note: SW&SLhastobeplannedandperformedunderthecontinuousguidanceandfeedbackofteacherto ensure outcome ofLearning.

Scheme of Assessment:

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Theory

Course Category	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)
	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.
Cl	18

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LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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 **SO1.4** Preparation of Mapping Constraints. **SO1.5** Preparation reducing ER diagram to tables.		**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, Mapping Constraints. 1.9. Keys, Entity - Relationship diagram: strong & weak entities. 1.10. Generalization, Specialization, Aggregation. 1.11. Reducing ER diagram to tables.	

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
Cl	20
LI	0
SW	0
SL	0
Total	20

Session Out comes (SOs)	(LI)	Classroom Instruction (CI)	(SL)

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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 2.0Relational Model**. 2.1 Hierarchical and Network model. 2.2 Their advantages and disadvantages. 2.3 storage organization for relations. 2.4 Rational Model: Structure topple 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
Cl	16
LI	0
SW	0
SL	0
Total	16

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO3.1 Meaning and concept of Relational algebra.	.	**Unit-3.0** :**Relational algebra** 3.1 select	

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SO3.2 Practical problem related to select command, Project, cross product. **SO3.3** Understanding the different types of joins: Theta join, Equi join, Natural join and Outer Join. **SO3.4** Understanding about Set operations, definition of union & set difference. **SO3.5** Preparation of Cartesian product, Selection, Intersection & Relational query language.	3.2 Project 3.3 cross product 3.4 Different types of joins 3.5 Theta join, Equi join 3.6 Natural join, Outer Join 3.7 Set operations 3.8 Definition of union 3.9 set difference 3.10 Cartesian product 3.11 Selection, Intersection 3.12 Relational query language.

CO.4: Design and implement databases for various scenarios.
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Approximate Hours

Item	Appx Hours
Cl	19

LI	0
SW	0
SL	0
Total	19

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SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO4.1 Understanding about the concept Relational query language and its types of DML Commands. **SO4.2** Preparation of DDL, DML, DCL, TCL syntax & examples. **SO4.3** Understanding about the Advance SQL:- Relational set operations, SQL join operations & Sub Queries & correlated queries. **SO4.4** Understanding about the department and basis of allocation of joint expenses in case of Department **SO4.5** Preparation of departmental trading and profit and loss account in different situations	.	Unit 4.0 **Relational query language**:- 4.1 Data Manipulation in DBMS, 4.2 Data types 4.3 SQL Commands 4.4 DDL, DML, DCL, TCL syntax & examples. 4.5 Computation on table data 4.6 Advance SQL:- 4.7 Relational set operations 4.8 SQL join operations 4.9 Sub Queries & correlated queries 4.10 SQL functions, Constraints in SQL. 4.11 Introduction to PL/SQL:- 4.12 PL/SQL structure 4.13 Cursors 4.14 Triggers 4.15 Stored Procedures and functions.	

CO.5: Design a database scenario for handling any organisations centralized data.

Approximate Hours

Item	Appx Hours
Cl	17
LI	0
SW	0
SL	0
Total	17

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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	Unit 5.0: Functional protection and Crash Recovery:
SO5.1 Understand about the concept of dissolution of firm and preparation of Realization account and capital account	
	5.1. Functional protection and Crash Recovery:
SO5.2 Preparation of necessary account and treatment when all partner being solvent	5.2 Protection against Crashes:
	5.3 Different types of crashes
	5.4 Backup, journal, Rollback
	5.5 Committed & uncommitted transactions
SO5.3 Preparation of necessary account and treatment in case of insolvency of partners	5.6 Security on database
	5.7 Transaction concept
	5.8 Transaction state
	5.9 Serializabilty security or Database:
SO5.4 Understanding about the Sale to a limited company and Preparation of necessary account	5.10 User identification.
	5.11 Physical protection & maintenance.
SO5.5 Understanding about the Amalgamation of firm and Preparation of necessary account	

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: 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

Suggestion for End Semester Assessment
Suggested Specification Table(ForESA)

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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**

TheendofsemesterassessmentforFinancial Accounting willbeheld 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.

SuggestedInstructional/ImplementationStrategies:

1. ImprovedLecture
2. Tutorial
3. CaseMethod
4. GroupDiscussion
5. Brainstorming

SuggestedLearningResources:

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 Raghu Ramakrishnan.		

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and
Humanities
Department of Arts Curriculum of BA Computer Program (Revised as on 01 August 2023)

CO-PO-PSO

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

/*-No.	COsNo.&Titles	SO&No.	Laboratory of Instruction LI)	Classroom Instruction(CI)	SelfLearning(
,6,7,8,9, ,3	**CO.1:** Learn the basics of databases and data management.	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 Menti in Pag ___t
,6,7,8, 12 2,3	**CO.2:** Understand various theoretical and practical principles involved in the design and use of database 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	
,6,7,8, 12 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	
,6,7,8, 12 2,3	**CO.4:** Design and implement databases for various scenarios.	SO1:4.1 SO2:4.2 SO3:4.3 SO4:4.4		**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	

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(Revised as on 01 August 2023)
theory, Rate of interest, money and banking

Course Outcomes:

CO.1 Understand the role of expectations in macroeconomics

C0.2 Gain knowledge about the alternative theories of endogenous expectations formation

CO.3 Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics

CO.4 Understand about the basics of open economy macroeconomics.

CO.5 Develop knowledge and understanding of theory and concepts of financial market system

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Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA Computer Program
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(Revised as on01.08.2023)

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours(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),

  LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop, field or other locations using different instructional strategies)

  SW: Sessional Work (include esassignment, seminar, mini projectetc.),

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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

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)
	1EC 301	Macro economics	15	20	5	5	5	50	50	100

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Curriculum of BA Computer Program
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(Revised as on01.08.2023)

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 role of expectations in macroeconomics

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Approximate Hours

Item	Appx Hrs.
Cl	18
LI	0
SW	01
SL	01
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand thedefinition 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	

C0.2 Gain knowledge about the alternative theories of endogenous expectations formation

Approximate Hours

Item	Appx Hours
Cl	18

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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	.	Unit 2.0. determination of employment	
SO2.2 Understanding about the Keynes employment theory		2.1 classical theory of employment	
SO2.3 Preparation of psychological law of consumption		2.2 say's market law theory	
SO2.4 Understanding the principle of multiplier		2.3 Meaning of employment	
SO2.5 Preparation of accelerator principle		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	
		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	

CO.3 Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics

Approximate Hours

Item	Appx Hours
Cl	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	.	**Unit-3 :**Investment	
SO3.2understand the meaning and types of investment		3.1meaning of investment	
SO3.3 Understanding the IS and LM model		3.2 typesof investment	
		3.3 motivation of investment	
		3.4 marginal efficiency of capital	
		3.5. marginal efficiency of investment	

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SO3.4 Understanding about monetary policy **SO3.5** understand the physical policy		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	

CO.4 Understand about the basics of open economy macroeconomics.

Approximate Hours

Item	Appx Hours
Cl	18
LI	0
SW	01
SL	01
Total	20

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 stagflationtheory 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	

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CO.5 Develop knowledge and understanding of theory and concepts of financial market system

Approximate Hours

Item	Appx Hours
Cl	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 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	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)

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CO.1 Understand the role of expectations in macroeconomics	18	01	01	20

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C0.2 Gain knowledge about the alternative theories of endogenous expectations formation	18	02	01	21
CO.3 Exposure to some later developments in macroeconomic theory like Real Business Cycle Hypothesis vs. New Keynesian Economics	18	01	01	20
CO.4 Understand about the basics of open economy macroeconomics.	18	01	01	
CO.5 Develop knowledge and understanding of theory and concepts of financial market system	18	02	01	21
Total Hours	90	00	00	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	rade 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.

Suggested Instructional/Implementation Strategies:

1. Improved Lecture
2. Tutorial
3. Case Method

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

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4. Group Discussion
5. Brainstorming

Suggested Learning Resources:

(a) Books:

CO2	CO1	Program Outcomes	PO NO.
3	3	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.	PO1
3	3 (96)	The B.A. graduates will be acquainted with the social, economical, historical, geographical, political, ideological and philosophical tradition and thinking.	PO2
2	2	The program also empowers the graduates to appear for various competitive examinations or choose the post graduate programme of their choice.	PO3
2	2	The B.A. program enables the students to aquire the knowledge with human values framing the base to deal with various problems in life with courage and humanity.	PO4
1	2	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.	PO5
2	2	Programme provides the base to be the responsible citizen.	PO6
1	1	Environment and sustainability	PO7
1	1	Ethics	PO8
2	3	Individual and team work	PO9
2	2	Communication	PO10
2 (275)	3	Project management and finance	PO11
3	3	Life-long learning	PO12
2	2	. Students will understand the concepts GNP, NNP, GDP, NDP, PCI, Disposable Income. Students will understand various aspects and features of Indian economy	PSO1
3	3	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	PSO2
3	3	Students can work efficiently in the field of banking, finance, industry, farming, consumer rights, production, research and trade	PSO3

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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 .			

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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.1,2.2,2.3,2.4,2.5,2.6, 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 3.1,3.2,3.3,3.4,3.5,3.63.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17 ,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
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3,	O-5 trade cycle system	SO5:1 SO5:2 SO5:3 SO5:4 SO5:5		nit 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

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

Course carriculam map

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Semester-

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:

01EN302CO1. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.
01EN302CO2.Broaden analytical skills and develop critical thinking skills.
01EN302CO3. Cultivate wisdom and world-view within themselves.
01EN302CO4. Develop language and communication skills and creativity.

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Department of Arts
Curriculum of BA English Literature
(Revised as on 4.11.223)

SchemeofStudies:

Board ofStudy	CourseC ode	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			CI	LI	SW	SL	Total StudyHours(CI+L I+SW+SL)	
CORE	A2-ELITIT	Study of Prose (Paper 1, Theory)						4

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial

(T)andothers),
LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop,
field or other locations using different instructional strategies)
SW: Sessional Work(includesassignment, seminar, miniprojectetc.),
SL: SelfLearning,
C:Credits.

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Note: SW & SL has to be planned and performed under the continuous guidance and feedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:

Theory

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)						End Semester Assessment	Total Marks
			Progressive Assessment (PRA)						(ESA)	(PRA+ ESA)
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Semina r one (SA)	Class Activity any one (CAT)	Class Attendanc e (AT)	Total Marks (CA+CT+SA+CAT+AT)		
CORE	A2-ELITIT	Study of Prose (Pape r 1, Theor y)								

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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. Analyze literary devices, forms and techniques in order to appreciate and interpret the text.

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Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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

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Item	Appx Hours
Cl	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
Cl	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	

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Department Arts
Curriculum of BA /BA HONURS HISTORY

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CO4. Develop language and communication skills and creativity.

Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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-4: Political Writing 4.1. Introduction to Political Writings and Their Significance 4.2. Nelson Mandela: Biography and Political Legacy 4.3. Analysis of Mandela's Autobiography "Long Walk to Freedom" 4.4. Themes of Freedom, Justice, and Leadership in Mandela's Narrative 4.5. Rajmohan Gandhi: Life and Contributions to Political Thought 4.6. Examination of Gandhi's Essay "Why Gandhi Still Matters" 4.7. Gandhi's Reflections on Nonviolence and Civil Disobedience	

	4.8. Comparison of Mandela's and Gandhi's Approaches to Political Change	
	4.9. Impact of Mandela's and Gandhi's Ideas on Global Movements	
	4.10. Themes of Resilience and Perseverance in Mandela's Journey	
	4.11. Historical Context of Apartheid and Indian Independence Movements	
	4.12. Literary Criticism of Mandela's and Gandhi's Political Writings	
	4.13. Influence of Mandela's and Gandhi's Ideas on Contemporary Politics	
	4.14. The Role of Personal Narrative in Political Advocacy	
	4.15. Evolution of Political Writing from Autobiography to Political Theory	

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			15
CO2.Broaden analytical skills and develop critical thinking skills.	15			15
CO3.Cultivate wisdom and world-view within themselves.	15			15
CO4.Develop language and communication skills and creativity.	15			15
CO5	0			0
Total Hours	60			60

Suggestion for End Semester Assessment

Faculty of Social Science and Humanities
Department Arts
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(Revised as on 01 August 2023)
SuggestedSpecificationTable(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

TheendofsemesterassessmentforPrinciples of Public Administration
willbeheld 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:

31. ImprovedLecture
32. Tutorial
33. CaseMethod
34. GroupDiscussion
35. Brainstorming

SuggestedLearningResources:

(g) 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#:~:text=%22Studies%20serve

%20for%20delight%2C%20for.judgment%20and%20disposition%20of%20business.

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 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 aquire 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

Course Curriculum Map

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POs& PSOs /*-No.	Cos No.&Titles	SOsNo.	LaboratoryInstruction(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 ,1.8,1.91.10,1.11,1.12,1.13,1.14, 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 Period3.1,3.2,3.3,3.4,3.5,3.6,3. 7,3.8,3.9,3.10,3.11,3.12,3.13,3.1 4,3.15	
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		Unit-4: Political Writing4.1,4.2,4.3, 4.4,4.5,4.6,4.7,4.8,4 .9,4.10,4.11,4.12,4. 13,4.14,4.15,	

AKS University
Faculty of Social Science and Humanities
Department of Arts
Curriculum of B.A (Sociology) Program
(Revised as on 1.8.2023)

Semester-III

Course Code: 01SO301

Course Title :   Basic Concepts of Social Research

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Faculty of Social Science and Humanities
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(Revised as on 01 August 2023)

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:

CO.1: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes

CO.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

CO.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.

CO.4: They understand the importance of research in social science. Student learns that research methods are universal and not bound by cultural location

CO.5: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.

Scheme of Studies:

Course Credits	Cours eCode	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (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

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Tutorial (T) and others),
LI: LaboratoryInstruction (Includes Practical performances in lboratory 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	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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
	01SO301	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.
CO.1: Understand meaning, scope, types and significance of Social Research, its scientific methods

and the research processes.

Approximate Hours	
Item	Appx Hrs.
Cl	18
LI	0
SW	02

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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 ImportanceSteps 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	

CO.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
Cl	18
LI	0
SW	02
SL	01
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO2.1 Concept ofSources and Techniques of Data Collection	.	**Unit - II** Sources and Techniques of Data Collection 2.1 Data, 2.2 Concept,	
SO2.2 Understanding about the Methods and Techniques of Data Collection		2.3 Types 2.4 Sources: Primary and Secondary 2.5 Methods and Techniques of Data Collection 2.6 Census Method: Concept	
SO2.3 Understanding about the Questionnaire		2.7 Sampling Method, 2.8 Concept, 2.9 Types of Sampling	
SO2.4 Understanding the concept Schedule		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	

CO.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
Cl	18
LI	0
SW	02
SL	01
Total	21

CO.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
Cl	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 Concept of Objectivity, Reliability and Validity	.	**Unit - IV** Analysis and Interpretation of Data 4.1 Interpretation of Data	
SO4.2 Knowledge about the Concept of Editing, Coding and Classification		4.2 Concept of Objectivity, Methods and Techniques of Data Collection	
SO4.3 Knowledge about the Tabulation		4.3 Analysis	
SO4.4 Understanding about Report Writing		4.4 Reliability	
SO4.5 Knowledge about Analysis and Interpretation of Data		4.5 Validity	
SO3.4 Understanding about Sociometry		4.6 Concept of Editing, Utility	
SO3.5 Understanding about Content Analysis		4.7 Coding	
		4.8 Classification	
		4.9 Tabulation, Concept	
		4.10 Concept	
		4.11 Rules of Tabulation	
		4.12 Types of Tabulation Utility	
		4.13 Case Study Method, Concept	
		4.14 Report Writing	
		4.15 Basic Assumption	
		4.16 Tools and Techniques of Case Study Method	
		4.17 Steps of Report Writing Problems of Report written, Utility and Limitations	
		4.18 Importance	

CO.5: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.

Approximate Hours

Item	Appx Hours
Cl	18
LI	0

SW	02
SL	01
Total	21

Brief of Hours suggested for the Course Outcome

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO5.1 Understand about the Concept of Statistica	**Unit – V**
	Use of Statistics in Social Research
	5.1 Concept of Statistica
SO5.2 Preparation of necessary Utility and Limitations of Statistics In Social Research	5.2 Utility and Limitations of Statistics In Social Research
	5.3 Measures of Central Tendency,
	5.4 Concept,
	5.5 Importance
SO5.3 Preparation of necessaryMeasures of Central Tendency	5.6 Mean,
	5.7 Median
	5.8 Mode
	5.9 Concept ,Calculation,
SO5.4 Understanding about Mean, Median and Mode	5.10 Practical Usage
	5.11 Merits
	5.12 Demerits
SO5.5 Understanding about Diagrammatic Presentation	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

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO.1: Understand meaning, scope, types and significance of Social Research, its scientific methods and the research processes.	18	02	01	21
CO.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
CO.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
CO.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

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO.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

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution		Total

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		R	U	A	Marks
CO-1	Social Research and Survey	01	01	03	05
CO-2	Sources and Techniques of Data Collection	01	01	03	05
CO-3	Methods and Techniques of Data Collection	-	03	10	13
CO-4	Analysis and Interpretation of Data	-	03	10	13
CO-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:
36. ImprovedLecture
37. Tutorial
38. CaseMethod
39. GroupDiscussion
40. Brainstorming

Suggested Learning Resources:

(h) 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.			

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18. Mr. Rajeev Bairagi, Assistant Professor
19. Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
20. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
21. Dr.Udaybhan Singh, Assistant Professor , Department of Arts

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	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 aquire 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 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 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

Course Curriculum Map

POs&PSOs -No.	COsNo.& Tititles	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 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	CO.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	CO.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	CO.4: They understand the importance of research in social	SO4:1 SO4:2 SO4:3		Unit-4: Analysis and Interpretation of Data	

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,12 PSO: 1,2,3	science. Student learns that research methods are universal and not bound by cultural location	SO4:4 SO4:5		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 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

AKS University
Faculty of Social Science and Humanities
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 cource in frist 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

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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 undertand tha 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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SchemeofStudies:

Board ofStudy	Course Code	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			Cl	LI	SW	SL	Total StudyHours(CI+ LI+SW+SL)	
Program Core	01PO301	Western Political Thoughts	6	0	0	0	6	6

Legend:

CI: ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),

LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworks hop, field or other locations using different instructional strategies)

SW: Sessional Work(includesassignment, seminar, miniprojectetc.),

SL: SelfLearning,

C:Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:

Theory

			Scheme of Assessment (Marks)

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Board of Study	Couse Code	Course Title	Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Semi nar one (SA)	Class Acti vity any one (CA T)	Class Attendanc e (AT)	Total Marks (CA+CT+SA +CAT+AT)	(ESA)	(PRA + ESA)
Progra m core	01PO 301	Wester n Politica l Thoughts	15	20	5	5	5	50	50	100

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Course-CurriculumDetailing:

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: 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.

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Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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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
Cl	20
LI	0
SW	0
SL	0
Total	20

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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| SO2.1 Will know the Niccolò Machiavelli.

SO2.2 Will understand the First Modern Political Thinker: The child of his time.
SO2.3 Will know about Thomas Hobbes.

SO2.4 You will gain knowledge of the John Locke.

SO2.5 Will gain knowledge of Jean-Jacques Rousseau. | . | **Unit 2.0, Modern Political Thought**
2.1.Introduction of Modern Political Thought
2.2.Feature of Modern Political Thought
2.3.Contribution of Modern Political Thought
2.4.Introduction of Niccolò Machiavelli
2.5.Contribution of Niccolò Machiavelli ideas
2.6.First Modern Political Thinker: The child of his time
2.7.Conception of Human Nature
2.8.Thoughts about Religion and Morality
2.9.Ideas on the Prince
2.10.Introduction of Thomas Hobbes
2.11.Contribution of Thomas Hobbes ideas
2.12.Social Contract Theory
2.13.Individualism
2.14.John Locke
2.15.Social Contract Theory
2.16.Theory of Natural Rights
2.17.Liberalism
2.18.Jean-Jacques Rousseau
2.19.Social Contract Theory
2.20. Theory of General Will | |

CO 3: They will be able to undertand tha philosophy of utilitarianism.

Approximate Hours	
Item	Appx Hours
Cl	16
LI	0
SW	0
SL	0
Total	16

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO3.1 Understanding Philosophy of Utilitarianism. **SO3.2** Understanding Natural laws and Rights and Theory of Statcand Legislation.	.	**Unit-3: Philosophy of Utilitarianism** 1.1. Introduction of Philosophy of Utilitarianism 1.2. Feature of Philosophy of Utilitarianism 1.3. Contribution of Philosophy of Utilitarianism 1.4. Introduction of Jeremy Bentham 1.5. Contribution of Jeremy Bentham ideas 1.6. Utilitarianism	

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SO3.3 will also understand John Stuart Mill .		1.7. Natural laws and Rights 1.8. Theory of Statcand Legislation 1.9. Theory of Punishment and Reform (Prison, Government, Law, Education and Religion)
SO3.4 Will gain knowledge of Views on Liberty. **SO3.5** Also understand Representative Government.		1.10. Contribution to Political Thought 1.11. Introduction of John Stuart Mill 1.12. Contribution of John Stuart Mill ideas 1.13. Alteration in Utilitarianism 1.14. Views on Liberty 1.15. Representative Government 1.16. Contribution to Political Thought

CO 4: Students would learn the key ideas of idealist thinkers.

Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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.

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO5.1 Will know about the Scientific Socialism . **SO5.2** Will understand the Theory of Surplus Value. **SO5.3** Will know about Development of Marxist Theory. **SO5. 4** will also understand Harold J. Laski.		• **Unit 5: Karl Marx- Scientific Socialism** 5.1.Introduction of Karl Marx- Scientific Socialism 5.2.Contribution of Karl Marx- Scientific Socialism ideas 5.3.Dialectical Materialism 5.4.Economic Interpretation of History 5.5.Theory of Class Struggle 5.6.Theory of Surplus Value 5.7.Introduction of Vladimir Lenin 5.8.Contribution of Vladimir Lenin 5.9.Development of Marxist Theory 5.10.As a revolutionary 5.11. Introduction of Harold J. Laski 5.12.Contribution of Harold J. Laski ideas 5.13.Views on Liberty, 5.14. Views on Rights 5.15. Views on equality 5.16.Democratic Socialism 5.17 Social ideas of Harold J. Laski 5.18. Political ideas of Harold J. Laski	

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

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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 undertand tha 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

SuggestedSpecificationTable(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**

TheendofsemesterassessmentforWestern Political Thoughts
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.

SuggestedInstructional/ImplementationStrategies:

41. ImprovedLecture
42. Tutorial
43. CaseMethod
44. GroupDiscussion
45. Brainstorming

SuggestedLearningResources:

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(a) Books:

S. No.	Title	Author	Publisher	Edition&Year
1	Political seience	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:

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 aquire 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 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	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

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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:** 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:	**CO- 3:** they will be able to	SO3:1		Unit-3: **Philosophy of**	

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1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	undertand tha philosophy of utilitarianism.	SO3.2 SO3.3 SO3.4 SO3.5		**Utilitarianism** 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3,3.8,3.9,31,.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

Course Code: Course Title : Pre- requisite:

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4th

0SE401

Web Designing

Student should have basic knowledge ofcomputer.

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 l.   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 Java Script 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 ofstudies(Hours/Week)					Total Credits(C)
			Cl	**LI**	**SW**	**SL**	**Total Study Hours(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)						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)		
	0SE401	Web Design ing	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.

Item	Approximate Hours
	AppX Hrs
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)
SO1.1 Understand basics so	1. Design web pages for	**Unit-1: Basics of Internet and Web** 1.1 Introduction to Internet World Wide Web. 1.2 Internet Addressing, Browser, URL, Web server, 1.3 Website, homepage, Domain, Basic concepts. Softwares for web Designing: - Notepad/ Notepad++, Dreamweaver, Blue Griffon,	1. Learning various concepts related with internet.

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f HTML **SO1.2** Understanding various tags used with HTML **SO1.3** Unde	your college containing a description of the courses, dep	1.4 Net beans, Sea Monkey, Word press, Sublime. 1.5 Introduction to HTML: HTML Tags & attributes, HTML Basic Tags, Formatting Tags, HTML color Coding, Div and Span Tags for Grouping. 1.6 List: Unordered Lists, Ordered Lists, Definition list, Images: Image andImage Mapping. 1.7 Hyperlink: URL – Uniform Resource Locator, URL Encoding, Table:<table>, <th>,<tr>,<td>,<caption>,<thead>,<tbody>,<tfoot>,<colgroup>,<col>, 1.8 Attributes Using Iframe as the Target. Form: <input>,<textarea>,<button>, <select>,<label> 1.9 Headers: Title, Base, Link, Styles, Script HTML: Title, Base, Link, Styles, Script HTML Meta Tag, XHTML, HTML Deprecated Tags & Attributes.	

rstandingtypesofListinHtml. **SO1.4** Understandingdiffer	artments,faculties,library,etc,usehref,listtags.		

ent input types **SO1.**5 Understand client server architecture.	2. Create your class timetable using the table tag. 3. Crea		

	teuserStudentfeedbackform(usetextbox,textarea,che		

Session Outcomes (SOs)	c k o x , r a d i o b u t t o n , s e l e c t b o x , e t c .)		Laboratory Instruction (LI)		Classroom Instruction (CI)	
SO2.1 To Understand the concept of web server.

SO2.2 To learn about Cascading Style Sheet.

SO2.3 To implements VB Script and Java Script.

SO2.4 To understand Document Object Model.

SO2.5 To learn about JRE (JavaScript Runtime Environment). | | | 1. Create a web page using the frame. Divide the page into two parts with
2. Create your resume using HTML tags also experiment with colors, text, links, size, and also other tags you studied.
3.Create a web page by making use of the following tags: Head, Body, Bgcolor.
4. Write a HTML program to implement different types of CSS. | | **Unit-2: Introduction to CSS**

2.1 Introduction, Features & benefits of CSS,
2.2 CSS Syntax, External Style Sheet using <link>,
2.3 Multiple Style Sheets, Value Lengths and Percentages.

2.4 Selectors: ID selectors, Class Selectors, Grouping Selectors, Universal Selector,
2.5 Descendant/ Child Selectors, Attribute Selectors, CSS-Pseudo Classes.

2.6 Color Background Cursor, background-image,
2.7background-repeat, background- | |

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		AppX Hrs
CI		09
LI		03
SW		02
SL		01

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Total	15

		position, CSS Cursor.
		2.8 Text Fonts: Color, background-color, text-decoration, text-align,
		2.9 vertical-align, font-family, font-size, font-style, font-variant, font-weight.

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	AppX Hrs
Cl	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)

SO3.1 Learning server-side scripting language PHP. **SO3.2**Will learn PHP Syntax, Comments Tags and Attributes . **SO3.3** Learn CSS and JavaScript run time data communications . **SO3.4**Creating forms using HTML. **SO3.**5 Implement front end to back end any data base communication .	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 Write a JavaScript program to design a simple calculator. 9 Write a JavaScript program to find the factorial of given number	**Unit-3 : CSS and Box Model** 1.1List- 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

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	by using function. 10 Write a JavaScript program to form validation in html.	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.

SW-3 Suggested Sessional Work (SW):

a. Assignments:

    i. Explain basic PHP tags and their properties.

    ii. Create an HTML page that contains a CSS.

    iii. Create an admission form using HTML tags& CSS.

CO4: Have knowledge of basic PHP.

Approximate Hours

Item	AppX Hrs
Cl	09
LI	03
SW	02
SL	01
Total	15

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)

SO4.1 Understanding functions of PHP . **SO4.2** Learn variable scope **SO4.3** Learn string handling operations. **SO4.4** Learn Accessing Data from regular expressions. **SO4.5** Understand working of client side and server side of PHP.	1 Create a web form using php for login page. 2 Create a simple xml document with following details: Rollno, Sname, Contact, Email & Address. 3 Write a simple PHP script to perform crud operations. 4 Create a web form using php for enquiry details.	**Unit-4:Introduction to JavaScript** 4.1 Nature of JavaScript. 4.2 Script Writing Basics, Enhancing HTML Documents with JavaScript, The Building Blocks. 4.3 Introduction to JavaScript, JavaScript Engines. 4.4 Variables & Operators, Variable Mutation, Basic Operators, Operator Precedence, 4.5 JavaScript Types, Types Definition, Types in JavaScript, Objects, 4.6 Type Conversion and Coercion, Static vs Dynamic Type Checking. 4.7 JavaScript Conditionals: Introduction to Conditionals, Conditionals in JavaScript, Ternary Operators and Conditionals	

Session Outcomes (SOs)		**Laboratory Instruction (LI)**	**Classroom Instruction (CI)**	
SO5.1 Learn Static and dynamic application designing. **SO5.2** Implementing session and cookies.		1. Customize a template using PHP 2. Create a MySQL data base and connect with PHP.	**Unit-5: Different Statements of JavaScript** 5.1 Introduction to Loops, Loops in JavaScript, 5.2 While and Do/ While Loops, For Loops, Break and Continue in Loops, Iterating Arrays, Iterating Objects.	

		Ladders & Switch Statement. 4.9 JavaScript Conditionals: Introduction to Arrays, Declaring and Mutating Arrays, Array Method and Properties, Replication with Array Methods, Multi-dimensional Arrays.

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.

Item	Approximate Hours AppX Hrs
Cl	09
LI	03
SW	02
SL	01
Total	15

close etc operations. **SO5.4** Implementing template customization and develop dynamic applications **SO5.**5 Learn file handling with PHP.	for storing and retrieving user information from my SQL table. 4. Write a HTML page which takes Name, Address, Email and Mobile number from user (register PHP). 5. Store this data in MySQL data base. 6.Next page displays all user in HTML table using PHP (display PHP). 7. Write a PHP program to print first ten Fibonacci numbers.	Functions in JavaScript; 5.4 Nested Functions in JavaScript, Arrow Functions in JavaScript, 5.5 Function as an Argument, Function as the Returned Object. 5.6 JavaScript Scope: Scope Introduction, Scope in JavaScript, Lexical Scope, Module Scope. 5.7 Method of Adding Interactivity to a WebPage, Creating Dynamic Web Pages; Concept of Java Scripting the Forms. 5.8 Java Scripting the Forms, Basic Script Construction, Talking to the Form Objects, Organizing the Objects and Scripts, 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.	

SW-5 Suggested Sessional Work(SW):

a. Assignments

i. Write a PHP program to print first ten Fibonacci numbers.
ii. Create HTML page with java script which takes integer number as a input and tells whether the number is divisible by 4 or not.

Brief of Hours suggested for the Course Outcome

Class Lecture (Cl)	Laboratory Instruction (LI)	Sessional Work (SW)	Self Learning (Sl)

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(Revised as on 01 August 2023)

9	03	2	1
9	03	2	1
9	03	2	1
9	03	2	1

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Faculty of Social Science and Humanities
Department Arts
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(Revised as on 01 August 2023)

45	15	10	5

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:

46. Improved Lecture
47. Tutorial
48. Case Method
49. Group Discussion
50. Role-play

51. Visit to cement plant
52. Demonstration
53. ICTBasedTeachingLearning(VideoDemonstration/TutorialsCBT,Blog, Facebook,Twitter,WhatsApp,Mobile,Onlinesources)
54. Brainstorming

Suggested Learning Resources:

(i) Books:

S. No.	Title	Author	Publisher	Edition &Year

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(Revised as on 01 August 2023)

1	Beginning PHP5, Apache, and MySQL Web Development	Elizabeth Naramore, Jason Gerner, Yann Le Scouarnec, Jeremy Stolz	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. Mirza Samiulla Beg, Department of Arts.

CO-POPSO Mapping

	CO1	CO2	CO3	CO4	CO5
Engineer	2	1	2	1	1
Problem	2	3	2	2	2
Design/d	3	2	2	3	2
Conduct problems	3	3	3	2	2
Utilization	3	2	3	3	3
Engineer	1	2	2	2	2
Environ	1	2	1	1	1
Ethics	3	2	2	3	3
Individu	1	1	1	1	1
Commun	1	1	1	2	1
Project finance	1	1	1	1	1
Life-long	3	3	3	3	3
Being able put knowledge application	2	3	2	3	3
Apply knowledge computer upholding	2	2	2	2	2
The capacity edge con pursue en	3	2	3	2	2

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Course Curriculum Map

Pos&PSOs /*-N-*/	CosNo.&Titles	SOsNo.	LaboratoryInstruction(LI)	Classroom Instruction(CI)	

	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	**nit5:Different Statements of JavaScript** 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9	
,5,6,7,8, 1,12 1,2,3					

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 th class .

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

After Studying this paper ,students will be able to understand in detailabout 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 Gandhian era . Students will write a short biography of prominent leaders who sacrificed their everything for the country .

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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 salientfeatures 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 thecountry .
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Scheme of Studies:

Board of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Total Credits (C)

Faculty of Social Science and Humanities
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Prog ram 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 ofteacher to ensure outcome of Learning.

Scheme of

Assessment:Theory

			Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End	Tota l

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Board of Study	Couse Code	Course Title	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)	Semester Assessment (ESA)	Marks (PRA+ ESA)
	1HI 401	History of Modern India (From 1739 to 1947 AD)	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.

1- Students will present clear cut ideas about the Establishment of East India Company in India ,

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Approximate Hours

Item	Appx Hrs.
Cl	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 meaningfull 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	

.2-Student will be able to draw the picture of Expansion of British Empire in India.

Approximate Hours

Item	Appx Hours
Cl	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.	.2.12	UNIT 2- Expansion of British Empire in India	
		2.1 Charter Act of 1773	
SO2.2 Understanding about Reform of Lord Wallasely and his Subsidiary Alliance with Indian states		2.2 Provisions of Charter Act of 1773	
		2.3 Reforms of Warren Hastings	
		2.4 Settlement Act of 1781	
		2.5 Provision Of Settlement Act of 1781	
SO2.3 Preparation of presentation on Doctrine of Lapse by Lord Dollhouse		2.6 Pits India Act 1784	
		2.7 Provisions of Pits India Act 1784	
SO2.4 Understanding the concept of Lord Hastings and British Paramouncy.		2.8 Reforms of Lord Cornwallis	
		2.9 Significance of Permanent Settlement Act	
		2.10 Judicial Reforms of Lord Cornwallis	
SO2.5 Understanding the achievements of Lord William Bentinck .		2.11 Reforms of Lord wallesely	
		2.12 Subsidiary 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	
		2.17 Lord Dalhousie's	
		2.18 Doctrine of Lapse	
		2.19 Lord Dalhousie's administration	
		2.20 Reforms of Lord Dalhousie	
		2.21 Lord William Bentinck	
		2.22 Reforms of Lord William Bentinck	

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(Revised as on 01 August 2023)
.3:- Students will be give an analytical view on resistance to British Rule and Indian Renaissance .

Approximate Hours

Item	Appx Hours
Cl	19
LI	0
SW	1
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO3.1 Meaning and resons 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 ruke 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

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Department Arts
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(Revised as on 01 August 2023)

4-Student will write essay on Beginning of Crown Rule and Rise of Mass Nationalism in India .

Approximate Hours

Item	Appx Hours
Cl	18
LI	0

SW	1
SL	1

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Total		20

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	

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5:Students will be able to give presentation on Gandhi Era and Indian Independence .

Approximate Hours

Item	Appx Hours
Cl	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	

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(Revised as on 01 August 2023)

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 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
		R	U	A	Marks
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

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Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teacherscan 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. Brainstor

mingSuggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	The History and culture of the Indian People	Manindra R.C.	Bhartiya Vidya Bhawan	Revised edition 2006
2	□□□□□□□□□□ □□□□□□□□	□□.□□. □□□□□□□□□□	□□.□□.□□. □□.,□□□□	Edition 2022
3	□□□□□□□□□□ □□□□□□□□	□□.□□. □□□□□□	□□. □□□□□□□□, □□□□□	Revised edition 2021
	Mr Gaurav Singh Department of Arts ,AKS University			

Curriculum Development Team:

1-Mr. Gaurav Singh , Assistant Professor, Department of

Arts2-Mr, Rajeev Bairagi, Assistant Professor

3- Mrs Prachi Singh , Teaching Associate , Department of

Arts3-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

Arts6-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

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Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make	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 aquire 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 responsons	Environment and sustainability	Ethics	Individual and teamwork	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives,	Discuss the development in art and architecture language and literature, science and technology.

	the m se nsi tiv e an d se nsi ble en ou gh .					i b l e c i t i z e n .						and nati ona l lev el.	mus eum s.	
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

Course Curriculum Map

A K S University

Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

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: 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: 1,2,3,4,5,6,7,8,9,10,11,12 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: 1,2,3,4,5,6,7,8,9,10,11,12	CO- 3 They will be able to answer queries related to formation of Indian National Congress .	SO3:1 SO3.2 SO3.3 SO3.4		Unit-3: Resistance to British ruke and Indian Renaissance 3.1,3.2,3.3,3.4,3.5,3.6,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18,3.19	
PSO:		SO3.5			

1,2,3					
PO: 1,2,3, 4,5,6, 7,8,9, 10,11, 12 PSO: 1,2,3	CO- 4: They will be able to prepare a short power point presentation of the Gandhian era . .	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, 10,11, 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	

AKS University
Faculty of Social Science and
HumanitiesDepartment of Arts
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 Reportsusing.net technologies

Scheme of Studies:

Course Category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits(C)
			Cl	**LI**	**S W**	**SL**	**Total Study Hours(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 orother 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

			Scheme of Assessment(Marks)						End Semester Assessment	Total Marks
			Progressive Assessment(PRA)							337
Cour	Cous		Class/Hom	Class Test2	Semin	Class Activit	Class Attenda	Total Marks		

A K S University

Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

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'sconclusion.

CO 1: To learn fundamentals of .Net framework.

Item	AppXHrs
Cl	12
LI	12

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SW	1
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO1.1 Understanding about the .NET FrameworkFundamentals. **SO1.2** Understanding about the .NET architecture. **SO1.3** Understanding about the CLR, JIT compiler, garbage collection and framework class library. **SO1.4** Understanding about the basics and console application in C#. **SO1.5** Use of data type, type conversion, variable, constant, operators, decision making, loops, class, object, methods, array and string manipulation.	LI 1. WAP to print Hello World. LI 2. C# basics, covering data types, variables, and constants. LI 3. WAP to find addition of two number. LI 1.4 Write a Program, createa simple console application in C# learning of consecrating basic building blocks of a consoleapplication. LI1.5 Write a Programfor table lists the differences between Array and ArrayList in C#. LI 1.6 Write a Program to combine two arrays without duplicate values in C# using the Union ( ) method.	**Unit-1.0 Introduction to .Net** 1.1 Introduction to .NET Framework 1.2 Programming Platform .NET Framework, 1.3 .NET Architecture, 1.4 CLR, the Just-in-Time Compiler, 1.5 Garbage collection. .NET 1.6 Framework class library. 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. 1.10 Data type, type conversion. Variables, constants, operators, 1.11 Decision making, Loops, 1.12 Class, Object, Methods. Arrays, String manipulation.	

SW-1 Suggested Sessional Work (SW):

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CO 2: To enrich knowledge about Windows Forms, Controls and ASP.NET based applications.

Item	AppXHrs
Cl	12
LI	12
SW	1
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO2.1 Understand about the concepts of OOPS. **SO2.2** Use of library and user define classes. **SO2.3** Understanding about the constructors and instance variables. **SO2.4** Understand about the preprocessor directives and exceptional handling. **SO2.5** Understand about the delegates in C#.	LI 2.1 Write a Program toremove duplicate values from an array in C# in order to get distinct values. LI 2.2 Write a Program to count the total number of	**Unit-2.0 Overview of OOPS** 2.1 Overview of OOPS 2.2 Encapsulation, inheritance, polymorphism, abstraction. Operator overloading. 2.3 Creating and using Class Library, 2.4 Creating User-Defined Classes. 2.5 Understanding Constructors and instance Variables, 2.6 Handling and Using Interfaces.	1. Use of array for develop program. 2.Create program in C use of function.

SO2.6 Use of window forms and controls. **SO2.**7 Use of window forms properties and events. **SO2.**8 Use of menus, dialogs and tooltips.	elements or some specific elements in the array using an extension method Count() method. LI 2.3 Write a Program to get a comma-separated string from an array using StrinaJoin() method. LI 2.4 Write a Program to sort a one-dimensional array in two ways using Array.Sort() method and LINO query.	2.7 Preprocessor directives, Exception handling, 2.8 Understanding Delegates in c#. 2.9 Windows Forms and Controls 2.10 The Windows Forms Model, Creating Windows Forms 2.11 Windows Forms Properties and Events, 2.12 Windows Form Controls, Menus - Dialogs — ToolTips.	

SW-1 Suggested Sessional Work (SW):

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CO3: To gain proficiency in C# by building stand-alone applications in the .NET framework using C#.

Item	AppXHrs
Cl	12
LI	12
SW	1
SL	1
Total	26

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning (SL)
SO3.1 Understand about the ASP.NET.	LI 3.1 Write a Program to	**Unit-3.0 Introduction to ASP.Net**	

SO3.2 Understand about the ASP.NET life cycle. **SO3.3** Use of controls on the page. **SO3.4** Use of application web servers and installation of IIS. **SO3.5** Understand about web form controls, server controls and client controls.	table lists differentiate between Array and Array List in C#. LI 3.2 Write a Program to obtain two numbers from the user and display thembut reject any input where both numbers are greater than 10 and ask for two new numbers. LI 3.3 Write a console application toobtain fourint values from the user and display the product. 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 informa	3.1 Introduction to ASP.NET 3.2 Overview of ASP.NET framework, 3.3 Application ASP.NET Life Cycle, 3.4 page life cycle phases, 3.5 Initialization, Instantiation of the controls on the page, 3.6 Restoration and maintenance of the state. 3.7 Understanding ASP.NET Controls, 3.8 Applications Web servers, 3.9 Installation of IIS. 3.10 Web forms, 3.11 Web form controls ,server controls, 3.12 client controls, web forms & HTML.

	tion of all the students once the data has been entered. Implement this using an Array of Structures. 3.5 WAP to create login form. 3.6 WAP to create registration form.		

SW-1 Suggested Sessional Work (SW)

CO 4: To build data-driven applications using the .NET Framework, C#, and ADO.NET

Item	AppXHrs
Cl	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)
SO4.1 Understand about the web form. **SO4.2** Use of controls of ASP.NET. **SO4.3** Understanding about the creating web project. **SO4.4** Understanding about the event handling. **SO4.5** Use of validation controls.	LI 4.1 Write programs using conditional statements and loops: Generate Fibonacci series. LI 4.2 Write programs using conditional statements and loops: Generate various patterns (triangles, diamond and other patterns) with numbers. LI 4.3 Write programs using conditional statements and loops: Test for prime numbers. LI 4.4 Write a program using function overloading to swap two integer numbers and swap two float numbers. LI 4.5 WAP to find the factorial of given number. LI 4.6 WAP to find the positive, negative or zero number.	**Unit-4.0 Controls of ASP.NET** 4.1 Programming in ASP.NET, 4.2 Adding controls to a web form Buttons, Text Box. 4.3 Labels, Checkbox. 4.4 Radio Buttons, List Box etc. 4.5 States of ASP.NET View Stale, Control State, Session State, Application State. 4.6 Creating a multiform web project, running a web Application, 4.7 Event Handling- Application and Session Events, 4.8 Page and Control Events. 4.9 Validation controls Required Fieldvalidates, 4.10 Range Validator, 4.11 Compare Validator Regular Expression Validator, 4.12 Custom Validator, Validation Summary	

SW-1 Suggested Sessional Work (SW):

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CO 5: To acquire skills to create web-based applications and Reportsusing.net technologies

Item	AppXHrs
Cl	12
LI	12
SW	1
SL	1
Total	26

Session Outcomes	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self-Learning
(SOs)			**(SL)**
SO5.1 Understand about database.	LI5.1. Write a program	**Unit-5.0 DATABASE**	

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SO5.2 Understand about architecture of ADO.NET.	to declare a class "staff having data of the memberssuch as name and post. Accept this data 5for atheist for 5 staff members and displaythe names of "staff' who are HOD.	5.1 Database connectivity in ASP.NET
SO5.3 Use of connection using ADO.NET.		5.2 Architecture of ADO.NET, 5.3 Connectedand Disconnected Database.
SO5.4 Understand about connection class, command class, data adapter class and dataset class.	LI 5.2 Define a class, having "salary" ofmembersdisplaying variables such as Basic, DA, HRA. Write a program using Constructor with default values for DA and HRA and calculate the salary of employees.	5.4 Create Connection using ADO.NET Object Model, 5.5 Connection Class, Command Class, 5.6 Data Adapter Class, and Dataset Class.
SO5.5 Understand about database accessing on web application.		5.7 Display data on data bound Controls and Data Grid. 5.8 Database Accessing on web applications
SO5.6 use of data grid..		5.9 Data Binding concept with web,
SO5.7 Learn about display data on web form using data bound controls.	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, granis of carbohydrate and grams of protein assumingthat 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	5.10 Creating data grid, 5.11 Binding standard web server controls. 5.12 Display data on web form using Data bound controls.

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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. 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. LI 5.5 WAP to create login form with database. LI 5.6 WAP to create registration form with database.			

SW-1 Suggested Sessional Work (SW):

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+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 Reportsusing.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.

Suggested Instructional/Implementation Strategies:

10. Improved Lecture
11. Tutorial

12. Case Method
13. Group Discussion
14. Role Play
15. Visit to IT Industry.
16. Demonstration
17. ICTBasedTeachingLearning(VideoDemonstration/TutorialsCB T,Bl og,Facebook, Twitter,Whats App, Mobile, Online sources)
18. 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 Datye Vandana, 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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(Revised a ... gust 2023)

Faculty of Management Studies
Department of Business Administration
Curriculum of BBA (Hon's) Program (Revised as on 01 August 2023)

CO-PO-PSO Mapping

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
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 aquire 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	Use and apply current technical concepts	Identify computer application related problems, analyze them
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	2
CO2	3	3	2	2	1	2	1	1	1	1	1	3	2	2
CO3	3	3	2	2	1	2	1	1	1	1	1	3	2	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	2	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	2

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(Revised as on 01 August 2023)

Course Curriculum Map

/*-No.	CosNo.&Titles	SOsNo.	LaboratoryInstruction(LI)	Classroom Instruction (CI)	SelfLearning
,6,7,8,9, ,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 Menti in Pag ___ t ___
,6,7,8, 12 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	
,6,7,8, 12 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	
,6,7,8, 12 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	
,6,7,8, 12 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	**nit5: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	

AKS University
Faculty of social science and Humanities
Department of Arts
Curriculum of B.A. Program
(Revised as on01.08.2023)

Semester-4th

Course Code: Core- 1EC401

Course Title : Money, Banking and public finance

Pre-requisite: Certificate course with economics as major subject

Rationale:

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To provide the knowledge about consumer behavior regardingMarket and Production

units of the firm.

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

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Department of Art's
Curriculum of B.A. Plain and Hons. Program
(Revised as on .01.08.2023)

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			Cl	**LI**	**SW**	**SL**	**Total Study Hours(CI+LI+SW+SL)**	
	1EC401	Monetary Economics and Banking	6	0	0	0	6	6

Legend: **CI:**ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial(T)and others),
LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworkshop, field or other locations using different instructional strategies)
SW: Sessional Work (includesassignment, seminar, mini projectetc.),
SL: SelfLearning,
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:

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Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	**(ESA)**	(PRA + ESA)
	1EC 401	Money, Banking and public finance	15	20	5	5	5	50	50	100

AKS University
Faculty of social science and Humanities
Department of Art's
Curriculum of B.A. Plain and Hons. Program
(Revised as on01.08.2023)

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.
Cl	18
LI	0
SW	02
SL	01
Total	21

Session Out comes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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		Unit-1.0 Function of Money	
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 of Money Supply		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	
		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	

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)

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SO2.1 Understand the Bank- Defination 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
Cl	23
LI	0

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SW	01
SL	01
Total	25

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Session Out comes (SOs)	(LI)	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 3.10 Market Failures and Role of State 3.11 Principle of Maximum Social Advantage 3.12 Meaning of Public Expenditure 3.13 Classification of Public Expenditure 3.14 Principles of Public Expenditure 3.15 Wagner Hypothesis theory 3.16 Peacock theory 3.17 Wiseman Approach theory 3.18 Causes and Effects of Increasing Public Expenditure 3.19 Public Expenditure in India 3.20 Prices and Taxes 3.21 Shanti Parv of-Book. XII of Mahabharata. 3.22 Concept of Public Goods 3.23 Taxes as per Kautilya	

CO4 Learn the nature, scope and importance of public finance

Approximate Hours

Item	Appx Hours
Cl	16
LI	0
SW	01
SL	01
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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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 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
Cl	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. Recomandations 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 (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
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	16	01	01	18
CO5. Know the various theories of public finance	15	02	01	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	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

(Revised as on 01 August 2023)

Total	03	12	36	50

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

The end of semester assessment for Money, Banking and public financeWill be 7held 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) Brainstormi

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 .			

Curriculum Development Team:

1- Mrs prachisingh, Teaching associate, Department of Arts

2- Mr. Gaurav Singh , Assistant Professor, Department of Arts3-Mr, Rajeev Bairagi, Assistant Professor

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(Revised as on 01 August 2023)

3- Dr.PushpaSoni,Assistant Professor, Department of Arts
4- Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
5- Mr. Ashwani Kumar Omre, Teaching Associate , Department of
Arts6-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 aquire 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

Unit	PO / PSO	CO	SO	
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	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-2 Banking 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- 2 Concept of inflation, deflation and stagflation	SO2:1 SO2:2 SO2:3 SO2:4 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: 1,2,3,4,5,6,7,8,9,10,11,12 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-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-4: Learn the nature, scope and importance of public	SO4:1 SO4:2 SO4:3 SO4:4 SO2:5	
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, 5.11,5.12,5.13,5.14,5.15	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	

CO5	3	3	2	2	2	2	1	1	2	2	3	3	3	3	3

Coursecarriculam map

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Faculty of social science and humanities

Department of Arts
Curriculum of BA English
Literature

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Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)
(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 literaryelements 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 asreflected 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.

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Scheme of Studies:

Board				Scheme of studies (Hours/Week)	Total

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of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Credits (C)
CORE	01EN401	STUDY OF FICTION	4	02	0	0	6	6

Legend: **CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) andTutorial (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 ofteacher to ensure outcome of Learning.

Scheme of Assessment:

Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
CORE	01EN401	STUDY OF FICTION	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. Understand the evolution of early fiction through the study of seminal works byDefoe, Richardson, and Austen.

Approximate Hours

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

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		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	

portrayal of gender and power dynamics.		Prejudice	

CO2. Analyze the social, political, and economic contexts of Victorian England as reflectedin the works of Dickens, Hardy, and Eliot.

Approximate Hours

Item	Appx Hours
Cl	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	

CO3. Explore the themes of psychological complexity and social change in early 20th-century literature through the works of Lawrence, Woolf, and Orwell.

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Approximate Hours

Item	Appx Hours
Cl	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.

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

Approximate Hours

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
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. 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. 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.		Unit -IV. Detective Literature and Science-fiction 4.1. Mary Shelley: Frankenstein 4.2.The Creature's Humanity: 4.3. Parent-Child Relationships:the complex parent-child relationships depicted in the novel 4.4. Science and Ethics:the ethical implications of Victor Frankenstein's 4.5. Gothic Elements in "Frankenstein" 4.6. RL Stevenson: Dr. Jekyll and Mr. Hyde 4.7. Dualism and Human Nature: the theme of duality in "Dr. Jekyll and Mr. Hyde" 4.8. Morality and Ethics: raised by Dr. Jekyll's experimentation and Mr. Hyde's actions, 4.9. Psychological Exploration aspects of the novel, 4.10.Novel's impact on literature and popular culture 4.11. Arthur Conan Doyle: The Hound of the Baskervilles 4.12.Character Analysis:Sherlock Holmes, Dr. John	

	Watson, Sir Henry Baskerville, and others.

4.13.Themes and Symbolism:

4.14. Setting and Atmosphere

4.15. Authorial Influence:Arthur Conan Doyle's own interests and experiences |

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 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

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

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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 :

Curriculum Development Team:
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2- Mr, Rajeev Bairagi, Assistant Professor
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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3

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Program Outcomes	POs& PSOs/*-No	COs No & Titles	SOsNo	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning(SL)
	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and sensible enough.					
	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,	Mention ed 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	

CO1	3		3			2	1	1	1	1	3	2	3	3
CO2	3		3			2	1	1	1	1	3	2	3	3
CO3	3		3	2	2	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	3	3	3	3

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AKS University
Faculty of Social Science and
HumanitiesDepartment of Arts
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 designedto give the student an extensive knowledge about social change and it's overall impact on society.

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Course Outcomes:

CO1. This paper will introduce the students with the concept, various factors, processes and theoriesof social change.

CO2. It will also give them knowledge about the concept of development and its consequences.

CO3. The critical contributions would enable students to come out with understanding of policies andinitiatives taken by the government, their implementation and resulting problems.

CO4. 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 anddevelopment and research institutes which deal with project and planning."

CO5. Learn about development programmes in India and also analyse its success and failures.

Scheme of Studies:

Board of Study	Coure Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (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) andTutorial (T) and others),
LI: LaboratoryInstruction (Includes Practical performances in lboratoryworkshop, 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 andfeedback of teacher to ensure outcome of Learning.

Scheme of Assessment:Theory

			Scheme of Assessment（Marks）		
			Progressive Assessment（PRA）	**End Semester**	**Total Mar**

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Board of Study	Couse Code	Course Title	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)	**Assessment** **(ESA)**	ks (PRA+ESA)
	01SO401	Social Change and	15	20	5	5	5	50	50	100
		Development								

Course-Curriculum Detailing:

This course curriculum illustrates the expected learning achievements, both at the course and sessionlevels, 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:. The Course will provide students with Explain the meaning and types of social change

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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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	

CO.2:- Understand the process of social change

Approximate Hours

Item	App. Hours
Cl	18
LI	0
SW	02
SL	01
Total	21

Session Out comes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO2.1 Concept of **Processes of Social Change**	.	Unit II	
SO2.2 Understanding about the Modernization		Processes of Social Change	
SO2.3 Understanding about the Favourable Conditions in westernization		2.1 Sanskritization 2.2 Westernization 2.3 Favourable Conditions in Sanskritization 2.4 Favourable Conditions in westernization 2.5 Industrialization, 2.6 Urbanization	
SO2.4 Understanding the concept Privatisation, Globalisation and information Revaluation		2.7 Modernization 2.8 Effect on Indian Society 2.9 Effect on Indian Institutions 2.10 Liberalisation,	
SO2.5 Understanding about the Role of Social Movements in Social Change		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	

CO.3: Explain human development, social development sustainable development

Approximate Hours

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

CO.4: Learn about development issues of ecology and environment

Approximate Hours

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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	.	**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

Item	Appx Hours
Cl	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	.	**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	

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SO4.4 Knowledge about the Concept of Planning **SO4.5** Knowledge about Sociological Appraisal of Five Year Plans		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	

CO.5: Learn about development programmes in India and also analyse its success and failures.

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the Social Policy **SO5.2** Preparation of Community Development Programme **SO5.3** Preparation of Objectives Contribution of Community Development **SO5.4** Understanding about NITI AYOG		**Unit 5** **Social Policy** 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 AYOG, 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	

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: The Course will provide students with Explain meaning and types of social change	18	02	01	21
CO.2: Understand the process of social change	18	02	01	21
CO.3: Explain human development, social development sustainable development.	18	02	01	21
CO.4: Learn about development issues of ecology and environment	18	02	01	21
CO.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

Suggested Specification Table (ForESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Unit-1 Social Change in India	01	01	03	05
CO-2	Unit-2 Social Development in India	01	01	03	05
CO-3	Unit-3: Social Development in India	-	03	10	13
CO-4	Unit-4: Challenges of Development in Indian Society	-	03	10	13
CO-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 writtenexamination 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:
55. Improved Lecture
56. Tutorial
57. Case Method
58. Group Discussion
59. Brainstorming

Suggested Learning Resources:

(j) Books:

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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, Umrbana	Revised edition edition 1965
4	Dr. Pushpa Soni Dept. of Arts AKS University, Satna .			

Curriculum Development Team:

22. Dr.PushpaSoni,Assistant Professor, Department of Arts
23. Mrs. prachisingh, Teaching associate, Department of Arts
24. Mr. Gaurav Singh , Assistant Professor, Department of Arts
25. Mr. Rajeev Bairagi, Assistant Professor, Department of Arts
26. Dr. Usha Dwivedi ,Assistant Professor, Department of Arts
27. Mr. Ashwani Kumar Omre, Teaching Associate , Department of Arts
28. 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	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 aquire the knowledge with human values	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 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	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

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CO5	3	3	2	2	1	2	1	1	2	2	2	3	2	3	3

Course Curriculum Map

Pos & PSOs -No.	COsNo. & Tititles	Sos No.	Laboratoy 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 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	CO.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	CO.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	CO.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 .9,4.10,4.11,4.12,4.13,4.14,4.1 5,4.16,4.17,4.18	
PO: 1,2,3,4,5,6,7,8,9,1 1,12 PSO: 1,2,3	CO.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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Semester-4nd

Course Code:

01PO401

**Course Title
:**

Indian Political Thinkers

Pre-requisite: To study this course , a student must have passed a certificate cource in frist 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 Gangadhar Tilak, Shri Aurobindo Ghosh. They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, Subhas ChandraBoseand Dr. Bhimrao Ambedkar. Students will be able to evaluate the ideas of M.N.Roy. Ram Manohar Lohia, Jayaprakash Narayan and Pt. Deendayal Upadhyaya.

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, Lokmanya Bal Gangadhar Tilak, Shri Aurobindo Ghosh.

CO3. They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, Subhas ChandraBoseand Dr. Bhimrao Ambedkar

CO4. Students will be able to evaluate the ideas of M.N.Roy. Ram Manohar Lohia, JayaprakashNarayan and Pt. Deendayal Upadhyaya.

CO5. They will be able to understand the contribution of Women in Indian Political Thought.

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SchemeofStudies:

Board ofStudy	CourseCode	CourseTitle	Scheme of studies(Hours/Week)					TotalCredits (C)
			Cl	LI	SW	SL	Total StudyHours(CI+LI+SW+SL)	
Program Core	**01PO401**	Indian Political Thinkers	6	0	0	0	6	6

Legend:

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CI: ClassroomInstruction(Includesdifferentinstructionalstrategiesi.e.Lecture(L)andTutorial (T)andothers),
LI: LaboratoryInstruction(IncludesPracticalperformancesinlaboratoryworks hop, field or other locations using different instructional strategies)
SW: Sessional Work(includesassignment, seminar, miniprojectetc.),
SL: SelfLearning,**C:**Credits.

Note: SW & SL has to be planned and performed under the continuous guidance andfeedback ofteacherto ensureoutcomeofLearning.

SchemeofAssessment:
Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
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

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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.
Cl	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO1.1 Understand the . Indian Political Thought: Introduction, Nature, Sources, Features. **SO1.2** We will understand the history of Indian Political Thought. **SO1.3** Understand the Mahatma Gandhi social ideas . **SO1.4** Will understand Pt. Jawaharlal Nehru: Ideas of Nationalism. **SO1.5** Will understand the ideas of Dr. Bhimrao Ambedkar , Manu etc.		**Unit-1.0 :** 1.1. .Indian political Thought: introduction 1.2. Indian political Thought: Nature, 1.3. Indian political Thought: Sources, 1.4. Indian political Thought: Features 1.5. Introduction of Manu 1.6. Contribution of Manu ideas 1.7. Manu: Ideas of State- 1.8. The Origin and Form of the State, 1.9. Saptanga Philosophy, 1.10. Ideas of The Exchequer and Economics, 1.11. Mandala Principles and Sixfold Policy. 1.12. Kautilya: State-related ideas- 1.13. Its origin of the State 1.14. Its anature of the State, 1.15. .the Saptanga Doctrine, 1.16. the Council of Ministers, 1.17. the Justice and Penal System, 1.18. the Mandal Doctrine and the Sixfold Policy.	

CO2: Students will be able to explain Social and Political Ideas of Rajaram Mohan Roy, SwamiVivekananda, Lokmanya Bal Gangadhar Tilak, Shri Aurobindo Ghosh.

Approximate Hours

Item	Appx Hours
Cl	18

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LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO2.1 Will know the . Rajaram Mohan Roy. **SO2.2** Will understand the Swami Vivekananda social ideas. **SO2.3** Will know about Lokmanya Bal Gangadhar Tilak **SO2.4** You will gain knowledge Shri Aurobindo Ghosh. **SO2.5** Will gain knowledge Ideas related to Freedomof shri aurobindo.	. .	**Unit 2.0**, 2.1.Introduction of Rajaram Mohan Roy 2.2.Contribution of Rajaram Mohan Roy ideas 2.3.Rajaram Mohan Roy: Ideas on social reform, 2.4.Rajaram Mohan Roy: ideas of freedom 2.5.Rajaram Mohan Roy: ideas of equality 2.6.Introduction of Swami Vivekananda 2.7.Contribution of Swami Vivekananda ideas 2.8.Swami Vivekananda: the spiritual basis of humanism, 2.9.the idea of freedom, 2.10.the essence of socialism. 2.11.Introduction of Lokmanya Bal Gangadhar Tilak 2.12.Contribution of Lokmanya Bal Gangadhar Tilak ideas 2.13. Lokmanya Bal Gangadhar Tilak: Social Reform Programme, 2.14. National Education and Nationalism, 2.15.Swadeshi and Swaraj 2.16.Introduction of 2.17. Contribution of 2.18. Shri Aurobindo Ghosh: Concept of Nationalism,	

CO3: They will be able to explain the key ideas of Mahatma Gandhi, Jawaharlal Nehru, SubhasChandraBoseand Dr. Bhimrao Ambedkar

Approximate Hours	
Item	Appx Hours
Cl	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

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	.	Unit-3:	
SO3.1 Understanding ideas of mahatma gandhi. **SO3.2** Understanding ideas of The Idea of Non-Violence and Satyagraha, State, Economic Thought. **SO3.3** will also understand ideas of. Pt. Jawaharlal Nehru: Ideas of		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,	
Nationalism. **SO3.4** Will gain knowledge of Subhas Chandra Bose OF NATINALISM . **SO3.5** Also understand Dr. Bhimrao Ambedkar: Social justice Ideas of Freedom and Equality.		3.8. Economic Thought 3.9. Introduction of Pt. Jawaharlal Nehru 3.10 Contribution 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. Bhimrao Ambedkar: Social justice Ideas of Freedom and Equality,.Role of Dr. Ambedkar in Constitution Making.	

CO4: Students will be able to evaluate the ideas of M.N.Roy. Ram Manohar Lohia, JayaprakashNarayan and Pt. Deendayal Upadhyaya.

Approximate Hours

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

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

SO4.1 Understanding ideas od M.N. ROY. **SO4.** Understanding the ideas of ram manohar lohia . **..** **SO4.** We will learn about the social thoughts of Jayaprakash Narayan, **SO4.** we will learn about the social thoughts of Pandit Deendayal Upadhyay.	.	**Unit-4 :** 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 Manohar Lohia 4.8.Contribution of Ram Manohar Lohia 4.9.Ram Manohar Lohia: 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. Deendayal Upadhyaya: 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
Cl	18
LI	0
SW	0
SL	0
Total	18

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (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 RamabaiWomen Ideas 5.8.Introduction ofTarabai Shinde 5.9.Contribution of Tarabai Shinde Ideas 5.10.Tarabai ShindeWomen Ideas 5.11.Tara.bai Shinde Social Ideas 5.12.Introduction of Savitribai Phule 5.13.Contribution of Savitribai Phule Ideas 5.14.Savitribai PhuleWomen 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 (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 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 ChandraBoseand Dr. Bhimrao Ambedkar.	18	0	0	18

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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

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. Bhimrao Ambedkar, Pandit Jawaharlal Nehru, Subhash Chandra Bose.	-	03	10	13
CO-4	Thoughts of M n Roy, Rammohan, Ram Manohar Lohia, Jaiprakash Narayan, Pandit Deendayal Upadhyay.	-	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 50marks

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:

60. ImprovedLecture
61. Tutorial
62. CaseMethod
63. GroupDiscussion
64. Brainstorming

SuggestedLearningResources:

(k) **Books**:

S. No.	Title	Author	Publisher	Edition&Year

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1	Political seience	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	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 aquire 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 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	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

Course Curriculum Map

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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 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 Gangadhar Tilak, 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, Subhas ChandraBoseand Dr. Bhimrao Ambedkar.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Thoughts of Mahatma Gandhi, Dr. Bhimrao Ambedkar, 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,.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18	
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 Manohar Lohia, Jayaprakash Narayan and Pt. Deendayal Upadhyaya. .	SO4:1 SO4.2 SO4.3 SO4.4		Unit-4: Thoughts of M n Roy, Rammohan, Ram Manohar Lohia, Jaiprakash Narayan, Pandit Deendayal Upadhyay. 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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Semester- V

Course Code:	0MT002
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

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Direct &of individuals, communities, and businesses.Students will develop the knowledge and skills necessary tocalculate 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:

0MT002**.1.** To understand and demonstrate the basic concept, Importance, process, and Principles of Business Communication.

0MT002**.2.** To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive, in written, visual, and oral communication.

0MT002**.3.** To understand and will be able to apply the Trade inquiries orders and their executions.

0MT002**.4.** To understand banking, insurance, agency and E-correspondence of business .

0MT002**.5.** To develop the ability to write a business report and give a presentation.

SchemeofStudies:

Course category	Course Code	Course Title	Scheme of studies(Hours/Week)					Total Credits (C)
			Cl	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

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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 andfeedback of teacher to ensure outcome of Learning.

SchemeofAssessment:
Theory

Course category	Couse 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)	Semi nar one (SA)	Class Acti vity any one (CA T)	Class Attendanc e (AT)	Total Marks (CA+CT+SA +CAT+AT)	(ESA)	(PRA + ESA)
	0M T00 2	Busines s Commu nication	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 CourseOutcomes (COs) upon the course's conclusion.

Unit–1

Introduction to Communication-Difference between communication & Business Communication, history of communication in india, Business

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Communication: - Objectives, Importance, Process of Business Communication, Principles of Effective Business Communication, Communication Ethics.

Unit–2

Trade inquiries orders and their executions credit and status enquiry complaints and adjustment collection letters sales letters circular letters. Business letter layout

Unit–3

Banking correspondence, insurance correspondence agency correspondence, E – correspondence business.

Unit–4

Company secretarial correspondence including agenda minutes Report Writing: Meaning — Types — Mechanics of Report writing, Content of Report. business report presentations.

Unit–5

Application letters, preparation of resume, interview- meaning, objective and techniquesof various interviews, public speech, essentials of a good speech.

CO.1: To understand and demonstrate the basic concept, Importance, process, and Principlesof Business Communication.

Approximate Hours	
Item	Appx Hrs.
Cl	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)

SO1.1:Differentiate between general communication and business communication by analyzing their distinct purposes, processes, and contexts. **SO1.2:Describe** the historical evolution of communication in India, highlighting key developments and their impact on modern communication practices. **SO1.3:Explain** the objectives, importance, and process of business communication, including the key principles that contribute to effective business communication. **SO1.4:Evaluate** communication ethics in business settings, applying ethical principles to various scenarios and identifying potential ethical dilemmas.	**Unit 1: Introduction to Communication** **1.1** Introduction to Communication **1.2** Communication vs. Business Communication **1.3** History of Communication in India **1.4** Objectives of Business Communication **1.5** Importance of Business Communication **1.6** Process of Business Communication **1.7** Principles of Effective Business Communication **1.8** Communication Ethics **1.9** Non-Verbal Communication in Business **1.10** Cross-Cultural Communication **1.11** Digital Communication Trends **1.12** Future Trends in Business Communication.	● 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 .

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SW-1 Suggested Sessional Work (SW):

a. **Assignments:** Write a comparative analysis of general communication versus business communication, highlighting differences in objectives, processes, and contexts.

b. **Other Activities (Specify):** Participate in a group discussion on communication ethics in business. Present case examples where ethical issues were encountered and discuss possibleresolutions.

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

Approximate Hours

Item	Appx Hours
Cl	12

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LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
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. **SO2.2:Analyze** and **respond** to various business correspondence including collection letters, sales letters, and circular letters, ensuring clarity and professionalism. **SO2.3:Design** and **implement** effective business letter layouts, adhering to established formats and ensuring that the letters meet professional standards. **SO2.4:Review** and **revise** business letters and proposals, applying feedback to improve clarity, effectiveness, and adherence to business communication best practices.	.	**Unit 2: Business Letters and Layout** **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	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. ● 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.

SW-2 Suggested Sessional Work (SW):

a. Assignments: Prepare a portfolio of business letters for various purposes (e.g., trade inquiries, salesletters, 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. Discussanswers 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
Cl	12
LI	0
SW	2
SL	1
Total	15

SessionOutcomes(SOs)	(LI)	ClassroomInstruction(CI)	(SL)
SO3.1:Compose accurate and professional banking correspondence, including requests and responses related to account management and transactions. **SO3.2:Prepare** effective insurance correspondence, such as policy documents, claims, and communications with insurers, ensuring compliance with industry standards. **SO3.3:Draft** agency correspondence for various purposes, including agreements and updates, demonstrating a clear understanding of agency relationships. **SO3.4:Utilize** e-correspondence tools and techniques for business communication, ensuring the security and effectiveness of digital communications in a professional context.	.	**Unit 3: Correspondence in Different Domains** **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	Create and review examples of banking, insurance, and agency correspondence. Analyze the specific requirements and standards for each type. Explore various e-correspondence tools and platforms. Draft sample business emails and evaluate their effectiveness and adherence to best practices.

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 industrystandards.

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-

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correspondence of business .

Approximate Hours

Item	Appx Hours
Cl	12
LI	0
SW	2
SL	1
Total	15

SessionOutcomes (SOs)	(LI)	ClassroomInstruction (CI)	(SL)
SO4.1:Draft company secretarial correspondence, including agendas and minutes of meetings, demonstrating an understanding of formal communication requirements and procedures. **SO4.2:Explain** the meaning, types, and mechanics of report writing, including the organization and presentation of content in business reports. **SO4.3:Create** comprehensive business reports, incorporating accurate content and clear structure,and prepare effective presentations based on these reports. **SO4.4:Review** and **edit** reports for clarity, accuracy, and adherence to reporting standards, providing constructive feedback to enhance the quality of the reports.		**Unit 4: Company Secretarial Correspondence and Report Writing** **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	Draft agendas and minutes for different types of meetings. Review and critique existing examples for accuracy and completeness. Participate in a workshop focusing on the mechanics of report writing. Practice creating reports and receiving feedback on structure and content.

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.

Item	Appx Hours
Cl	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Classroom Instruction (CI)	(SL)
SO5.1:Develop professional application letters and resumes tailored to specific job roles, showcasing the ability to present qualifications and experience effectively. **SO5.2:Prepare** and **conduct** mock interviews, applying various interview techniques and strategies to demonstrate effective responses and presentation skills. **SO5.3:Create** and **deliver** public speeches, utilizing essential public speaking techniques to engage and inform an audience effectively. **SO5.4:Evaluate** and **improve** public speaking performances, including handling Q&A sessions and using feedback to enhance speech delivery and effectiveness.		**Unit 5: Job Applications and Public Speaking** **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	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. Prepare and deliver a short public speech on a given topic. Record and review the performance to identify strengths and areas for improvement.

SW-5 Suggested Sessional Work (SW):

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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

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

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CO 5. To develop the ability to write a business report and give an 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
		R	**U**	**A**	**Marks**
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	0 3	10	14
Total		0 3	1 1	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:
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	Pradhan & Pradhan	Himalya	
	Communication		Publications	
3	Business Communication	Manoj Kumar Gaur	Kitab Mahal	

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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	Sahitya Bhawan Publications	
9	Lecture note provided by Dept. of Commerce AKS University, Satna.			

Cos, POs and PSOs M

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Course Title :

B.A

Course Code :

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Course Title : **Business Communication**

Course Outcomes	Program Outcomes									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
	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 commerce	Decision making	Pathways programs	Environment and sustainability :
	3	2	1	1	1	1	3	1	1	**1**
CO 1. To understand a Importance, process, Communication.	nd demon trate t he basic concep , and Principle of Business									
CO 2. To understand and i.e., descriptive, expos expressive, in written, vis	3	2	**1**	**1**	**1**	**1**	3	1	**1**	1
CO 3. To understand a inquiries orders and their	3	2	**1**	**2**	**1**	**1**	3	1	**2**	1

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CO 4. To understand banking, insurance, agency and E-correspondence of business .	3	2	**1**	**3**	**1**	**1**	3	1	**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**

Legend: **1 –Slight (Low),   2 – Medium,   3 – HighCourse Curriculum Map:**

POs & PSOs No.	COs No.& Titles	SOs No.	(LI)	Cl.. (Cl..
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 Com** 1,2,3,4
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 Lette** 1,2,3,4

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PO		SO		Unit
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** **Corr** **Diffe** 1,2,3,
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** **Secr** **Corr** **Repo** 1,2,3,
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 an presentation.	SO5.1 SO5.2 SO5.3 SO5. 4		**Unit** **Appl** **Publ** 1,2,3,

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Semester-V

Course Code:	01HI501
Course Title :	Main Currents of World History (From 1453 to 1870 CE)
Pre- requisite:	This course can be opted by any student who has passed 12 th class .Student
Rationale:	**'It's all about India's glorious past.**

On successful completion of this course ,the students will be able to present an analysis of the Bhakti movement in India and it's impact on Indian society

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. Student also learn to write an Analytical essay on the beginning of Modern Era and will present a critical analysis of causes of Industrial revolution . Students also Prepare a chronological flow chart of the major revolution and study the conventional life of Metternich and the present an informative lecture on the unification of Italy and Unification of Germany.

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Course Outcomes:

the students will. be able to

01HI501.1- Present clear cut ideas about the Bhakti movement in India and beginning of New Era in Europe .

01HI501.2-Student will present a critical analysis of the causes of Industrial revolution and it's impact on the trade.

01HI501.3- Students will able to Prepare a chronological flow chart of the major revolutions

and events of the world .

01HI501.4-Student will able to write essay on nature and significance of Napoleon ,Metternich and Eastern Question.

015HI501.5- Students will be able to present an informative lecture on the unification of Italy and Germany .

Scheme of Studies:

Board of				Scheme of studies (Hours/Week)	Total Credits

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Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	(C)
Program Core	01HI501	Main Currents of World History (From 1453 to 1870 CE)	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

Board of	Couse	Course Title	Scheme of Assessment （Marks）		
Study	Code				
			Progressive Assessment （PRA）	**End**	**Total**

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			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)	Semester Assessment (ESA)	Marks (PRA+ ESA)
	01HI 501	Main Currents of World History (From 1453 to 1870 CE)	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.

1- Present clear cut ideas about the Bhakti movement in India and beginning of New Era in Europe.

Approximate Hours

Item	Appx Hrs.
Cl	20

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LI	0
SW	1
SL	1
Total	22

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of Bhakti movement in India. **SO1.2** Understand the Concept of Beginning of New Era in Europe . **SO1.3** Understand the various reasons behind Decline of Feudalism in Europe **SO1.4** Evaluate the nature and Impact of Reformation and counter Reformation movement **SO1.5** Write meaningfull essay on Economic revolution Mercantilism and commercial revolution in Europe		**Unit -1**-Bhakti Movement in India ,Beginning of New Era in Europe 1.1-Bhakti Movement in India 1.2Saints of Bhakti Movement 1.3Nature of Bhakti Movement in India 1.4 Results of Bhakti Movement in India 1.5Effects of Bhakti Movement in India 1.6 Role of Kabir 1.7Teachings of Kabir 1.8Role of Nanak 1.9Teachings of Nanak 1.10Role of Meerabai 1.11Teaching of Meerabai 1.12Decline of Feudalism in Europe 1.13Emergence of Renaissance in Europe 1.14Nature of Renaissance in Europe 1.15Effects of Renaissance in Art and Architecture	

	1.16 Reformation Movement 1.17 Counter Reformation movement . 1.18 Economic Revolution of the Modern West . 1.19 Mercantilism 1.20 Commercial Revolution .	

.**2** Student will present a critical analysis of the causes of Industrial revolution and it's impact on the trade.

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Approximate Hours

Item	Appx Hours
Cl	21
LI	0
SW	1
SL	1
Total	23

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about emergence and impact of Industrial revolution in England. **SO2.2** Understanding about the Industrializaation in various countries	.	**UNIT 2-** Industrial Revolution and Beginning of Colonialism 2.1 Industrial revolution in England 2.2 Causes of Industrial revolution in England	

SO2.3 Preparation of presentation on Beginning of Colonialism **SO2.4** Understanding the Industrialization in USA & Germany **SO2.5** Understanding the Industrial revolution in Russia & Japan.		2.3 Impact of Industrial revolution on Society 2.4 Industrialization in Other Countries 2.5-Industrical revolution in USA 2.6 Causes of Industrial revolution in USA 2.7 Impact of Industrial revolution in USA 2.8 Industrial Revolution in Germany 2.9 Causes of Industrial revolution in Germany 2.10 Impact of Industrial revolution in Germany 2.11 Industrial Revolution in Russia 2.12 Causes of Industrial revolution in Russia 2.13 Impact of Industrial revolution in Russia 2.14 Industrial Revolution in Japan 2.15 Causes of Industrial revolution in Japan 2.16 Impact of Industrial revolution in Japan 2.17 Beginning of Colonialism 2.18 Reasons behind beginning of Colonialism 2.19 Nature of Colonialism 2.20 Result of Colonialism 2.21 Effects of Colonialism	

3:- Students will able to Prepare a chronological flow chart of the major revolutions and events of the world .

Approximate Hours

Item	Appx Hours
Cl	18
LI	0
SW	1

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SL	1
Total	20

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and nature and reasons of Glorious revolution of England . **SO3.2** Understanding about the American freedom struggle. **SO3.3** Understanding the French Revolution **SO3.4** Understanding about the Nature ,causes ,events ,result of these revolutions . **SO3.54** Understanding about the Effects of These Prominent revolutions .	.	**Unit-3 :** Prominent Revolutions and Their Impact 3.1Glorious Revolution of England (1688 CE) 3.2Nature of Golorious Revolution 3.3Major events of Glorious Events 3.4Causes of Glorious Revolution 3.5Result of Glorious Revolution 3.6Effects of Glorious Revolution 3.7American freedom Struggle (1776 CE) 3.8Nature of American Freedom Struggle 3.9Major events of American Freedom Struggle 3.10Causes of American Freedom Struggle 3.11Results of American Freedom Struggle 3.12Effects of American Freedom Struggle 3.13French Revolution (1789 CE) 3.14Nature of French Revolution (1789 CE) 3.15Major events of French Revolution (1789 CE) 3.16Result of French Revolution (1789 CE) 3.17Effects of French Revolution (1789 CE) 3.18Nature ,Causes ,Events ,Result and Effects of the various contemporary Revolutions	

4- Student will able to write essay on nature and significance of Napoleon ,Metternich and Eastern Question.

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Approximate Hours

Item	Appx Hours
Cl	19
LI	0
SW	1
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Policies and reasons behind decline Nepoleon Bonaparte . **SO4.2** Preparation of table on various issues of Vienna Congress **SO4.3** Understanding about Home and foreign policy of Metternick. **SO4.4** Understanding about the nature and impact revolutions of 1830 and 1848 Ad on Europe.	.	**Unit-4 :** Napoleon , Metternich and Eastern Questions 4.1-Napoleon Bonaparte 4.2 Policies of Napoleon Bina parte 4.3 Administrative policies of Napoleon Bonaparte 4.4 Education Policies of Napoleon Bonaparte 4.5 Judicial policies of Napoleon Bonaparte 4.6 Decline of Napoleon Bonaparte 4.7 Vienna Congress (1815)	

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SO4.5 Preparation of table of Eastern Questions.		4.8Major Privisions of Vienna Congress (1815)
		4.8Nature of Vienna Congress (1815)
		4.10Effects of Vienna Congress (1815)
		4.11Role of Metternick
		4.12 Home Policies of Metternick
		4.13 foreign Policies of Metternick
		4.14 Revolutions of 1830
		4.15 Major events of revolution of 1830
		4.16Effects of Revolution of 1830
		4.17 Revolution of 1848 AD
		4.18 Impact of Revolution of 1848 on Europe
		4.19Eastern Question -Up to Crimean war

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5:Students will be able to present an informative lecture on the unification of Italy and Germany .

Item	Appx Hours
Cl	12
LI	0
SW	1
SL	1
Total	14

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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of England Act of 1832 **SO5.2** Preparation of table of various issues of Chartist Movement . **SO5.3** Understanding about Act of 1867 CE . **SO5.4** Understanding about the reason and impact of Unification of Italy **SO5.5** Understanding about the nature and impact of Unification of Germany .		**Unit 5:** Age of Liberalism and Unification 5.1- England Act of 1832 5.2 Major Provisions of England Act of 1832 5.3 Chartist Movement 5.4 Nature of Chartist Movement 5.5 Impact of Chartist Movement 5.6 Act of 1867 CE 5.7 Major Provisions of Act of 1857 CE 5.8 Effects of Act of 1857 CE 5.9 Napoleon III 5.10 Evaluation of Napoleon III 5.11 Unification of Italy 5.12 Unification of Germany	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
Present clear cut ideas about the Bhakti movement in India and beginning of New Era in Europe **.**	20	1	1	22
2-Student will present a critical analysis of the causes of Industrial revolution and it's impact on the trade.	21	1	1	23

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3- Students will able to Prepare a chronological flow chart of the major revolutions and events of the world .	18	1	1	20
4-Student will able to write essay on nature and significance of Napoleon ,Metternich and Eastern Question	19	1	1	21
5-Students will be able to present an informative lecture on the unification of Italy and Germany .	12	1	1	14
Total Hours	90	05	05	100

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	**1**-Bhakti Movement in India , Beginning of New Era in Europe	01	02	02	05
CO-2	**2-** Industrial Revolution and Beginning of Colonialism	01	02	02	05
CO-3	3 Prominent Revolution and their Impact	1	02	10	13
CO-4	4 Napoleon , Metternich and Eastern Question	-	02	11	13
CO-5	5 Age of Liberalism and Unification	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

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5. Brainstorming

Suggested Learning Resources:

(a) Books :

S. N o.	Title	Author	Publisher	Edition & Year
1	A Cultural and Political History of Europe (Vol. I)(1500-1830)	Hayes C.J.H.		Edition 1936
2	Lectures on Modern History	Acton	London , Macmillan and co. Ltd .	Edition 1906
3	□□□□□□□□□ □□□□□□ □□□□□□□□	□□□□□□□□□□□ □□ .□□.	□□□□□□ □□□□□□□ ,□□□□	Edition 1982
4	Mr. Gaurav Singh, Assistant Professor v 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	P O 6	P O 7	P O 8	PO 9	PO 10	PO 11	P O 12	PS O1	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
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 aquire 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 there responsible cit
Environment and sustainability
Ethics
Individual and team work
Communication
Project management and finance
Life-long learning
Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev
Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.
Discuss the development in art and architecture language nd literature ,science and technology.

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	se nsi ble en ou gh.					i z e n .						el.		
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

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	**CO- 1:** Students will Present clear cut ideas about the Bhakti movement in India and beginning of New Era in	SO1:1 SO1.2: SO1.3 SO1.4		Unit-1.0Bhakti Movement in India , Beginning of New Era in Europe 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

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PSO:1,2,3	Europe .	SO1.5:		1.16,1.17,1.18,1.19,1.20	_____
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	**CO- 2:** Students will present a critical analysis of the causes of Industrial revolution and it's impact on the trade	SO2:1 SO2.2: SO2.3 SO2.4 SO2.5:		Unit-2 Industrial Revolution and Beginning of Colonialism 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	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	**CO- 3** Students will able to Prepare a chronological flow chart of the major revolutions and events of the world .	SO3:1 SO3.2: SO3.3 SO3.4 SO3.5:		Unit-3 Prominent Revolution and their Impact 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:** Student will able to write essay on nature and significance of Napoleon ,Metternich and Eastern Question.	SO4:1 SO4.2: SO4.3 SO4.4 SO4.5:		Unit-4: Napoleon , Metternich and Eastern Question 4.1,4.2,4.3,4.4,4.5,4.6,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.19	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	**CO- 5:** Students will be able to present an informative lecture on the unification of Italy and Germany	SO5:1 SO5.2: SO5.3 SO5.4 SO5.5:		Unit5: 5 Age of Liberalism and Unification 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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Curriculum of BA HISTORY
(Revised as on 01.08.2023)

Semester-V

Course Code:	05HI501
Course Title :	History of Contemporary India (from 1947 to 2004AD)
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.**

On successful completion of this course , the students will be able to become familiar with the history of our constitution in detail which is a must for every Indian Citizen .They will also become aware of the various aspects of the national activities and politics of India and the role and Place of India in the Global scenario in economic, poltical , cultural and other related fields.

Course Outcomes:
The students will learn to

05HI501.1-Analyze the Political Integration & Constitution of India

05HI501.2- To have an in depth knowledge about the Recoganization of states & Parliamentary Democracy.

05HI501.3- To explain in detail about Goa Liberation Movement ,Indo - China war & Indo -Pak Wars .

05HI501.4 - They will also able to write meningful essays on Indian Economy ,Status of Women & Emergency .

05HI501.5- They will also able to write meningful essays on the Foreign Policy of India & Emergence of Terrorism.

Scheme of Studies:

Board of				Scheme of studies (Hours/Week)	Total Credits

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Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	(C)
Program Core	05HI501	History of Contemporary India (From 1947 to 2004 AD)	4	0	0	0	4	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

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			Class/Home Assignment 5 number 3 marks	Class Test 2 (2 best out of 3)	Seminar one	Class Activity any	Class Attendance	Total Marks		

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			each (CA)	10 marks each (CT)	(SA)	(CAT)	(AT)	(CA+CT+SA+CAT+AT)	(ESA)	(PRA+ESA)
05HI501		History of Contemporary India (From 1947 to 2004 AD)	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.

1- Analyze the Political Integration & Constitution of India

Approximate Hours

Item	Appx Hrs.
Cl	12

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LI	0
SW	1
SL	1
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept Of Political integration of India **SO1.2** Understand the role of Sardar Patel and concept of Bharat **SO1.3** Understand the concept behind Constituent assembly and constitution **SO1.4** Evaluate the Role of B.R. Ambedkar and dekar committee report **SO1.5** Write meaningfull essay on Indian constitution and it's significant amendment		Unit 1- Poltical Integration & Constitution of India 1.1 Political Integration of India - Hyderabad 1.2 Junagarh 1.3 Jammu & Kashmir . 1.4 Role of Sardar Vallabh Bhai Patel in Integration 1.5 Definition of Bharat (India) as ' Shaswat Rashtra ' 1.6 Farming of Indian Constitution 1.7 Constituent Assembly 1.8 Draft Committee Report 1.9 Declaration of Indian Constitution 1.10 Role of Dr. B. R. Ambedkar 1.11 Indian constitution of 1950 - Basic Features . 1.12 Institutions and significant amendments up to 2000 CE	

2- Student will To have an in depth knowledge about the Recoganization of states & Parliamentary Democracy. **.**

Approximate Hours

Item	Appx Hours
Cl	12

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LI	0
SW	1
SL	1
Total	14

Session Outcomes		Class room Instruction	
(SOs)	**(LI)**	**(CI)**	**(SL)**
SO2.1 Concept about reorganization of states	.	UNIT 2- Reorganization of States & Parliamentary Democracy	
		2.1-Reorganization of States in 1956	
		2.2 -Linguistic and regional strains	
SO2.2 Understanding about the Linguistic and regional strains		2.3 Politics in the States	
		2.4 Tamil Nadu	
		2.5 Andhra Pradesh	
SO2.3 Preparation of presentation on Politics in the States		2.6 Assam	
		2.7 West Bengal	
		2.8 Jammu & Kashmir.	
SO2.4 Understanding the rise and development of Parliamentary Democracy		2.9 The Punjab Crisis	
		2.10 Rise and development of Parliamentary Democracy. .	
		2.11- Role of Poltical parties	
SO2.5 Understanding the Role of Political Parties nd threads to Indian democracy.		2.12-Threats to Indian Democracy	

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.3: Students will To explain in detail about Goa Liberation Movement ,Indo - China war & Indo - Pak Wars **.**

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Approximate Hours

Item	Appx Hours
Cl	12
LI	0
SW	1
SL	1
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Goa Liberation movement	.	Unit-3 **:** Goa Liberation Movement ,Indo - China War & Indo Pak Wars	
		3.1-Goa liberation Movement	
SO3.2 Understanding about the establishment of Portuguese Government		3.2-Establishment of Portuguese Government in Goa	
		3.3-Early Struggle for Liberation of Goa	
		3.4-Satyagrah of Ram Manohar Lohia	
		3.5-Satyagrah of Goa Vimochan Sahayak Samiti	
SO3.3 Understanding the Satyagrah of Ram Manohar Lohia		3.6-Military Action and Liberation of Goa	
		3.7-Indo - China War 1962	
		3.8Nature of Indo -China War 1962	
SO3.4 Understanding about the Military action and Liberation.		3.9Effects of Indo - China War 1962	
		3.10-Indo -Pak War 1965 & 1971	
SO3.54 Understanding about the		3.11Nature of Indo -Pak War 1965 & 1971	

Indo -China & Indo Pak war .		3.12Effects of Indo -Pak War 1965 & 1971	

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4: They will also able to write meningful essays on Indian Economy ,Status of Women & Emergency

Item	Appx Hours
Cl	12
LI	0
SW	1
SL	1
Total	14

Approximate Hours

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Indian Economy	.	Unit-4 : EarlyIndian Economy ,Status of Women & Emergency	
		4.1 -Indian Economy :study of Agrarian reform	
SO4.2 Preparation of table on various Agrarian reform and green revolution		4.2. -Bhudan movement and green revolution	
		4.3. -Beginning of Planned Economy	
		4.4 An appraisal of five year Plans	
SO4.3 Understanding about policy ,progress and problem of Industrialization		4.5 -Industrialization - Policies , progress and Problems	
		4.6-Status of Women -Gender Equality ,	
		4.7 Educational Status	
SO4.4 Understanding about the		4.8-Social Evils & Legal Rights	

Status of Women and various social thinkers		4.9-The Emergency in India and it's Criticism	
		4.10- Social Thinkers -	
SO4.5 Preparation of table of Social evils and Legal rights		4.11 Role of Ram Manohar Lohia	
		4.12 Role of Jai Prakash Narayan	

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5: Students will also able to write meningful essays on the Foreign Policy of India & Emergence of Terrorism.

Item	Appx Hours
Cl	12
LI	0
SW	1
SL	1
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of Indian foreign policy and it's assessment **SO5.2** Preparation of report on Non Alignment . **SO5.3** Understanding about significance and impact of Panchsheel & SAARC **SO5.4** Understanding about the reasons behind emergence of terrorism		Unit 5: Foreign Policy of India & Emergence of terrorism 5.1.-India's Foreign policy 5.2 Assessment of Foreign policy (1947-2004) 5.3 Non Alignment 5.4 Panchsheel 5.5 SAARC etc. 5.6Emergence of Terrorism 5.7 Issues of Terrorism 5.8Challenges of Terrorism	

| **SO5.5** Understanding about the progress and revolution in Science and technology . | | 5.9 Kargil War 1999

5.10 Major Events of Kargil War 1999

5 11-Progress in Science and technology

5.12-Revolution in Information technology | |

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: Analyze the Political Integration & Constitution of India	12	1	1	14
.2: To have an in depth knowledge about the Recoganization of states & Parliamentary Democracy.	12	1	1	14
3: To explain in detail about Goa Liberation Movement ,Indo - China war & Indo -Pak Wars .	12	1	1	14
4 They will also able to write meningful essays on Indian Economy ,Status of Women & Emergency	12	1	1	14

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5- They will also able to write meningful essays on the Foreign Policy of India & Emergence of Terrorism.	12	1	1	14
Total Hours	60	05	5	70

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	Political Integration & Constitution of India	01	02	02	05
CO-2	Reorganization of States & Parliamentary Democracy	01	02	02	05
CO-3	Goa liberation movement,Indo -China war & Indo Pak Wars	1	02	10	13
CO-4	Indian economy ,Status of Women & Emergency	-	02	11	13
CO-5	Foreign Policy of India & Emergence of Terrorism	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:

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

Mr. Gaurav Singh , Assistant Professor
Dept. of Arts ,AKS University, Satna.

Suggested Learning Resources:

(a) Books :

S. No.	Title	Author	Publisher	Edition & Year
1	Domestic Roots of India's Foreign Policy 1947 -1972	Appadurai	Oxford University Press,New Delhi	Edition 1979
2	India's Political Economy 1947 -2004	Francine Frankel	Oxford University Press ,New Delhi	Edition 2006
3	The Politics of India since Independence	Paul Brass	The Cambridge History of India U.K	Edition 1976

Curriculum Development Team:

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Faculty of Social Science and Humanities
Department Arts
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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	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	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 aquire 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 there sponsible cit	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.	Discuss the development in art and architecture language nd literature ,science and technology.

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	se nsi ble en ou gh.				i z e n .							el.		
CO 1	3	2	1	2	1	2	1	1	1	1	1	3	2	3	2
CO 2	2	3	2	1	1	1	1	1	1	1	1	3	2	2	3
CO 3	3	2	2	2	1	2	1	1	1	1	1	3	3	2	3
CO 4	1	3	1	2	1	3	1	1	1	1	1	3	3	2	3
CO 5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

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	**CO- 1:** Students will Analyze the Political Integration & Constitution of India	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0 Political Integration & Constitution of 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	As Mentioned in Page no. ____to

PSO:1,2,3		SO1.5		———
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**CO- 2:** Students will able To have an in depth knowledge about the Recoganization of states & Parliamentary Democracy.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Reorganization of States & Parliamentary Democracy 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	**CO- 3:** Students will able To explain in detail about Goa Liberation Movement ,Indo - China war & Indo -Pak Wars .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3 Goa liberation movement,Indo -China war & Indo Pak Wars 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:** Students will also able to write meningful essays on Indian Economy ,Status of Women & Emergency	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Indian economy ,Status of Women & Emergency 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:** Students will also able to write meningful essays on the Foreign Policy of India & Emergence of Terrorism.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Foreign Policy of India & Emergence of Terrorism 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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Curriculum of BA HISTORY
(Revised as on 4.08.2023)

Semester-V

Course Code: 05HI502

Course Title :   History of Indian Culture

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; 1-Analyze the various stage of evolution and development   of Art , Culture cand civilization in Ancient Indiac To have an in depth knowledge about the ancient religious condition and development. To explain in detail about composition and stratification of society. They will also able to write meningful essays on the various religious and social reform movement .They will also able to write meningful essays on Social legislation and colonial Architecture .

Course Outcomes:
The students will learn to;

05HI502.1-Analyze the various stage of evolution and development of Art , Culture cand civilization in Ancient India.

 05HI502.2- To have an in depth knowledge about the ancient religious condition and development.

05HI502.3- To explain in detail about composition and stratification of society.

 05HI502.4 - They will also able to write meningful essays on the various religious and social reform movement .

05HI502.5- They will also able to write meningful essays on Social legislation and colonial Architecture .

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Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	05HI502	History of Indian Culture	4	0	0	0	4	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

			Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End	Total Mark

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Board of Study	Couse Code	Course Title	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)	Semester Assessment (ESA)	s (PRA+ ESA)
	05HI 502	History of Indian 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.

1- The students will learn to;   1-Analyze the various stage of evolution and development   of Art , Culture cand civilization in Ancient India.

Approximate Hours

Item	Appx Hrs.
Cl	24
LI	0

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SW	1
SL	1
Total	26

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO1.1 Understand the Concept and nature of History		Unit 1-Devlopment of Art,Culture ,Civilization in Accident India
		1.1 Indus Valley Civilization
1.1 SO1.2 Understand the Concept of Social Life ,Religious Ideas and Beliefs ,Art ,Town Planning		1.2 Source of Information
		1.3 Social Life
		1.4 Religious Ideas and Beliefs ,
		1.5 Art ,Town Planning
1.2 SO1.3 Understand the concept behind Ashrama System,Status of Women		1.6 Vedic Period -Social Condition
		1.7 Religious condition
		1.8 Council and Assembly
		1.9 Ashrama System,
1.3 SO1.4 Evaluate the culture and Buddhism -Rise and Growth ,Doctrines of Buddhism ,Causes of Downfall .		1.10 Status of Women
		1.11 Jainism -
		1.12 Causes for the Religious Upheaval
		1.13 Teaching of Mahavira
		1.14 Principles of Jainism
		1.15 Contribution of Jainism to Indian Culture
SO1.5 Write meaningfull essay on Religious condition in Gupta Period ,The Gupta Art		1.16 Buddhism
		1.17 Rise and Growth
		1.18 Doctrines of Buddhism
		1.19 Causes of Downfall .
		1.19 Contribution to Indian Culture
		1.20 Mauryan Period
		1.21 Social Condition
		1.22 Art and Architecure -Gandhara and Mathura Art
		1.23 Religious condition in Gupta Period ,
		1.24 The Gupta Art

2-Student will able to explain in detail about composition and stratification of society.

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Approximate Hours

Item	Appx Hours
Cl	9
LI	0
SW	1
SL	1
Total	11

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about Composition and Stratification of Rural Society .	.	Unit-2: Composition and Stratification of Society 2.1Composition and Stratification of Rural Society 2.2Structure of Urban Society 2.3-Upper Class 2.4-Ulema Slaves ,Middle Class , Common People 2.5- Painting Architecture in Medieval Period 2.6 Development of Education in Medieval Period 3.7-Bhakti Movement -Causes ,Prominent Saints growth and impact 2.8-Sufism -meaning , concept and Practices ,sects 2.9-Status of Women in Medieval Period	
SO2.2 Understanding about the Ulema Slaves ,Middle Class , Common People			
SO2.3 Preparation of presentation on Development of Education in Medieval Period			
SO2.4 Bhakti Movement -Causes ,Prominent Saints growth and impact			
SO2.5 Understanding the Status of Women in Medieval Period .			

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.3: They will also able to write meningful essays on the various religious and social reform movement .

Approximate Hours

Item	Appx Hours
Cl	17
LI	0
SW	1
SL	1
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

SO3.1 Meaning and concept Hindu Social and Religious Reform Movement	.	Unit-3 : Renaissance ,Social & Religious Reform Movements
		3.1 Renaisaance
SO3.2 Understanding about the Muslim Religious reform Movement.		3.2 Hindu Social
		3.3 Religious Reform Movement
		3.4 Arya Samaj
SO3.3 Understanding the Development of Modern Education ,Macaulay's Minutes		3.5 Brahma Samaj
		3.6 Theosophical Society
		3.7 Ramakrishna Mission
		3.8 Muslim Religious reform Movement
SO3.4 Understanding about the Woods Dispatch to Radhakrishnan Committee Report.		3.9 Bahavi , Deoband ,
		3.10 Ahmadiya and Aligarh Movements
		3.11 Development of Modern Education ,Macaulay's Minutes
SO3.5 4 Understanding about the Rise of Middle Class.		3.12 Woods Dispatch to Radhakrishnan Committee Report
		3.13 Social Stratification -Proliferation of Castes ,
		3.14 Untouchability ,Lower Caste Movements
		3.15 Peasant Societis & Movements
		3.16 Rise of Middle Class
		3.17 Development of Press & Media

4: They will also able to write meningful essays on Social legislation and colonial Architecture .

Approximate Hours

Item	Appx Hours

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Cl	5
LI	0
SW	1
SL	1
Total	7

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the Social Legislation passed by the British Govt. SO4.2 Preparation of table on various therioes development of Education SO4.3 Understanding about socio-Emancipation of Peasants & Women.	.	Unit 4: Social Legislation 4.1.- Social Legislation passed by the British Govt. 4.2-. Education 4.3-. Emancipation of Peasants & Women 4.4-. Women -Status 4.5Right and Culture	

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05HI502.5- They will also able to write meningful essays on Social legislation and colonial Architecture .

Approximate Hours

Item	Appx Hours
Cl	5
LI	0

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SW	1
SL	1
Total	7

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understanding about the Architecture -Colonial Architecture. SO5.2 Preparation of table of Architecture in 20 th Century. SO5.3Evaluate Significance of Various Colonial Architecture		Unit 5 Colonial Architecture 5.1-. Architecture -Colonial Architecture 5.2-. Arab The New Towns 5.3-. Colonial forts 5.4- Architecture in 20 th Century 5.5 Significance of Various Colonial Architecture	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
1The students will learn to Analyze the various stage of evolution and development of Art , Culture and civilization in Ancient India.	24	01	01	26

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.2: To have an in depth knowledge about the ancient religious condition and development.	9	01	01	11
3: To explain in detail about composition and stratification of society.	17	01	01	19
4 They will also able to write meningful essays on the various religious and social reform movement .	5	01	01	7
5- They will also able to write meningful essays on Social legislation and colonial Architecture .	5	01	01	7
Total Hours	60	05	00	70

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	U	A	Marks
CO-1	Development of Art,Culture and Civilization in Ancient India	01	02	02	05
CO-2	Composition and Startification of Society	01	02	02	05
CO-3	Social and Religious reform Movement	1	02	10	13
CO-4	Social Legislation & Colonial Architecture	-	02	11	13
CO-5					
Total		04	11	35	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	The National Culture of India	Hussain ,Abid	Orient	2014
2	Glipmses of Medieval Indian Culture	Hussain Yusuf	orient	2013
3	The Wonder That was India	Basam A.L.	oXFORD	2010
	.by-Mr. Gaurav Singh , Assistant Professor Department of Arts ,AKS University			

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

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CO-PO Mapping:

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 sensib	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 aquire 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 there responsible cit	Environmental sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature, science and technology.

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	le en ou gh.				i z e n .										
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

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: Students will learn to Analyze the various stage of evolution and development of Art , Culture and civilization in Ancient India.	SO1:1 SO1.2 SO1.3: SO1.4 SO1.5:		Unit-1.0 Development of Art,Culture and Civilization in Ancient India 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8.1.9.,1.10,1.11,1.12,1.13,1.14,1.15,1.16,1.17,1.18,1.19,1.20,1.21,1.22,1.23,1.24	As Mentioned in Page no. to

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PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 2: Students learn about :have an in depth knowledge about the ancient religious condition and development.	SO2:1 SO2.2 SO2.3: SO2.4 SO2.5		Unit-2 Composition and Startification of Society 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 3: : To explain in detail about composition and stratification of society	SO3:1 SO3.2 SO3.3: SO3.4 SO3.5		Unit-3: Social and Religious reform Movement 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	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 4: Students They will also able to write meningful essays on the various religious and social reform movement	SO4:1 SO4.2 SO4.3:		Unit-4: Social Legislation & Colonial Architecture 4.1,4.2,4.3,4.4,4.5	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO- 5: They will also able to write meningful essays on Social legislation and colonial Architecture	SO5 1 SO5.2 SO5.3:		Unit -5 Colonial Architecture 5.1,5.2,5.3,5.4,5.5	

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Course Code:	06HI551
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 analyze 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:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	**LI**	**SW**	**SL**	**Total Study Hours (CI+LI+SW+SL)**	
PJT	06HI551	Field Project	0	12	0	0	12	6

Legend:

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

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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	Code Couse	Title Course	Scheme of Assessment (Marks)							Semester End	Max Marks Total
			Progressive Assessment (PRA)							SA (ESA)	(PRA
			Class assignment	Marks (10 each)	Test (3)	Seminar (SA)	Activity (AC)	Attendance (AT) Class	Total Marks (CA+CT+SA+CAT+AT)		
PJT	06HI551	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, analyze 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.

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.

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.

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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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Semester-VI

Course Code: 01HI601

Course Title :   Main Currents of World History (From 1871 to 1950 CE)

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.**

On successful completion of this course ,the students will be able to learn about the social and religious changes in Indian society and also poltical scenario of the world .They will understand policies of Bismark and Kaisar and all aspects of world war closely .They will be able to give a detailed description of the formation of United Nations and history of the Soviet Union .

Course Outcomes:
 the students will. be able to

01HI601.1- Students will learn about Indian renaissance and Rise of Germany .

01HI601.2- Students will learn about the political scenario of the world and understand some famous personalities like Bismark and Kaiser William II

01HI601.3- They will Prepare a research paper on important topics like Eastern questions, Berlin Congress and the Balkan Wars I and II .

01HI601.4- They will be able to understand all the aspects of world war closely and assess it's impact not only in Europe but Also in Europe .

01HI601.5- Students will be able to give a detailed description of the formation of the United Nations and it's role in various global differences .
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Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	**LI**	**SW**	**SL**	**Total Study Hours (CI+LI+SW+SL)**	
Program Core	01HI601	Main Currents of World History (From 1871 to 1950 CE)	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:

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Theory

Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
	01HI 601	Main Currents of World History (From 1871 to 1950 CE)	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

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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.

01HI601.1- Students will learn about social and religious changes in Indian society and to understand the thoughts of some famous indian Social reformers.

Approximate Hours

Item	Appx Hrs.
Cl	22
LI	0
SW	1

SL	1
Total	24

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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		Unit -1-Indian Renaissance ,Rise of Germany	
SO1.1 Understand the Concept and Nature of Indi Renaissance .		1.1-Indian Renaissance	
		1.2 Nature of Indian Renaissance	
		1.3 Reasons of Indian Renaissance	
SO1.2 Understand the Concept of Third republic of France and Kaiser William.		1.4 Social Reforms in India	
		1.5 Religious Reforms in India	
		1.6 Role of Raja Ram Mohan Rai	
SO1.3 Understand about Home and foreign Policy of Bismark .		1.7 Role of Ishwar chandra Vidyasagar	
		1.8 Role of Swami Dayanand	
		1.9 Rise of Nationalism in India	
SO1.4 Evaluate the nature and impact of Foreign Policy of Kaiser William .		1.10 Nature of Indian Nationalism	
		1.11 Reasons of Indian Nationalism	
		1.12 Third Republic of France	
SO1.5 Write meaningfull essay on Scramble of Africa.		1.13 Nature of Third Republic of France	
		1.14 Kaiser William I .	
		1.15 Role of Kaiser William	
		1.16 Examine the Kaiser Williams Policies	
		1.17 Home Policy of Bismark	
		1.18 Foreign Policy of Bismark	
		1.19 Foreign Policy of Kaiser William II	
		1.20 Nature of Scramble for Africa	
		1.21 Major Events of Scramble for Africa	
		1.22 Reasons of Scramble for Africa	
		1.22 Effects of Scramble for Africa	

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01HI601.2-Students will learn about the political scenario of the world and to understand the rule and policies of some of the famous personalities like Bismark and Kaiser William II**.**

Approximate Hours

Item	Appx Hours
Cl	25
LI	0
SW	1
SL	1
Total	27

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about Eastern Question **SO2.2** Understanding about the Russo - Turkish Warc **SO2.3** Preparation of presentation on issues of Berlin Congress **SO2.4** Understanding the nature and impact of Young Turk Movement .	.	**UNIT 2-** Eastern Question & World Politics upto 1905 2.1 Eastern Question 2.2 Reasons for Eastern Questions 2.3 Nature and Issues of Eastern Questions 2.4 Examine Eastern Questions 2.5 Russo - Turkish War	

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SO2.5 Understanding the issues of various Balan wars Russian revolution of 1905		2.6 Nature of Russo - Turkish War
		2.7 Major events of Russo - Turkish War
		2.8 Effects of Russo - Turkish War
		2.9 Result of Russo - Turkish War
		2.10 Berlin Congress (1878)
		2.11 Nature of Berlin Congress (1878)
		2.12 Major Provisions of Berlin Congress (1878)
		2.13 Effects of Berlin Congress (1878)
		2.14 Young Turk Movement
		2.15 Nature of Young Turk Movement
		2.16 Major events of Young Turk Movement
		2.17 Balkan Wars I and II
		2.18 Nature of Balkan Wars I and II
		2.19 Major events of Balkan Wars I and II
		2.20 Effects of Balkan Wars I and II
		2.21 Russian Revolution of 1905
		2.22 Nature of Russian Revolution of 1905
		2.23 Major events of Russian Revolution of 1905
		2.24 Effects of Russian Revolution of 1905
		2.25 Results of Russian Revolution of 1905

01HI601.3**-** Students will Prepare a research paper on important topics like Eastern questions, Berlin Congress and the Balkan Wars I and II **.**

Approximate Hours

Item	Appx Hours
Cl	23

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LI	0
SW	1
SL	1
Total	25

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept ,impact and result of first world war **SO3.2** Understanding about the issues of Paris peace conference. **SO3.3** Understanding the concept of Wilson's Fourteen principles **SO3.4** Understanding about the issues of Treaty of Versailles . **SO3.54** Understanding about the Russian revolution band league of Nations .	.	**Unit-3 :** First World war & League of Nations 3.1- First world war 3.2 causes of First world war 3.3 Events of First world war 3.4 Result of First world war 3.5 Impact of First world war 3.6-Paris Peace conference 3.7 Nature of Paris Peace conference 3.8 Effects of Paris Peace conference 3.9Major Provisions of Paris Peace conference 3.10 Wilson's Fourteen Principles 3.11Nature of Wilson's Fourteen Principles 3.12Effects of Wilson's Fourteen Principles 3.13 Treaty of Versailles 3.14Nature of Treaty of Versailles 3.15 Major provisions of Treaty of Versailles 3.16 Effects of Treaty of Versailles 3.17 Russian Revolution 1917 3.18 Nature of Russian Revolution 1917 3.19Major events of Russian Revolution 1917	

	3.20 League of Nations 3.21 Nature of League of Nations 3.22 World Politics between the two world Wars . 3.23 Examine World Politics between the two world wars	

01HI601.4-Students will be able to understand all the aspects of world war closely and assess it's impact not only in Europe but Also in Europe **.**

Approximate Hours

Item	Appx Hours
Cl	21
LI	0
SW	1
SL	1
Total	23

Session Outcomes (SOs)	(L I)	Class room Instruction (CI)	(S L)
SO4.1 Understanding about the nature of Colonialism and Imperialism in China . **SO4.2** Preparation of table on	.	**Unit-4 :** History of Asia 4.1-China - Colonialism 4.2 Imperialism in China 4.3 Examine Coloniailism in China	

various issues of Opium wars	4.4 Examine Imperialism in China	
	4.5 First Opium Wars	
SO4.3 Understanding about Chinese Revolution of 1911,1949	4.6 Second Opium wars	
	4.7 Reasons of Opium Wars	
	4.8 Nature of Opium Wars	
	4.9 Major events of Opium Wars	
SO4.4 Understanding about the The Meiji restoration and rise of Militarism in Japan	4.10 Results of Opium wars	
	4.11 Effects of Opium Wars	
	4.12 Taiping Rebellion	
SO4.5 Preparation of table of various issues of Sino - Japanese War ,Russo - Japanese war.	4.13 Nature of Taiping Rebellion	
	4.14 -Boxer Rebellion	
	4.15 Nature of Boxer Rebellion	
	4.16 Chinese Revolutions of 1911 & 1949	
	4.17 Japan - The Meiji Restoration,	
	4.18 Modernization ,Rise of Militarism	
	4.19 Sino Japanese War 1894	
	4.20 Russo - Japanese war 1905	
	4.21 Rusi -Japanese war 1937	

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01HI601.5**:**Students will be able to give a detailed description of the formation of the United Nations and it's role in various global differences **.**

Item	Appx Hours

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Cl	7
LI	0
SW	1
SL	1
Total	9

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature Fascism in Italy **SO5.2** Preparation of table of Home and Foreign Policy of Mussolini . **SO5.3** Understanding the nature and impact of Nazism in Germany . **SO5.4** Understanding about the various issues of World war II and it's impact **SO5.5** Understanding about the UNO and emergence of Third world and Non Aliignment .		**Unit 5:** Second World war & World Politics Upto 1950 5.1- Fascism In Italy 5.2- Mussolini's Home and Foreign Policy v 5.3- Nazism in Germany 5.4- Home and foreign Policy of Hitler 5.5- World war -II - causes , events,results & impact 5.6 - UNO 5.7- The emergence of Third world and Non Alignment	

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)
1-Students will learn about social and religious changes in Indian society and to understand the thoughts of some famous indian Social reformers.	22	1	1	24
2-Students will learn about the political scenario of the world and to understand the rule and policies of some of the famous personalities like Bismark and Kaiser William II **.**	25	1	1	27
3-Students will Prepare a research paper on important topics like Eastern questions, Berlin Congress and the Balkan Wars I and II	23	1	1	25
4-Students will be able to understand all the aspects of world war closely and assess it's impact not only in Europe but Also in Europe**.**	21	1	1	23
5-Students will be able to give a detailed description of the formation of the United Nations and it's role in various global differences	7	1	1	9
Total Hours	98	05	05	108

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	**1**-Indian Renaissance ,Rise of Germany	01	02	02	05
CO-2	**2-** Eastern Question & World Politics upto 1905	01	02	02	05
CO-3	3 First World war & League of Nations	1	02	10	13
CO-4	4 History of Asia	-	02	11	13
CO-5	5 Second World war & World Politics Upto 1950	1	3	10	14

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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	European Alliances and Alignment 1870 -1890 CE	Langer William	Advanced History	Edition 1950	
2	आधुनिकभारतरें ंजन जी र्वनऔरसंस्कृ तत	लूतलयाबी .एन.	इंदौर	Edition 1980	
3	आधुनिकभारतीयसंस्कृ तत	भारद्वाजडीसी	लखनऊ	Edition 1982	

4	Mr. Gaurav Singh Dept. of Arts AKS University, Satna .

Curriculum Development Team:

1-Mr. Gaurav Singh , Assistant Professor, Department of Arts

A K S University

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	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 | 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 aquire 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 there responsible citit | Environment and sustainability | Ethics | Individual and team work | Communication | Project management and finance | Life-long learning | Understand the socho, economic, religious and political condition of India through the age at the local, regional and national lev | Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums. | Discuss the development in art and architecture language nd literature, science and technology. |

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	sensible enough.				izen.							el.		
CO 1	3	2	2	2	1	2	1	1	1	1	1	2	2	3	3
CO 2	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO 3	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO 4	3	2	2	2	1	2	1	1	1	1	1	2	3	3	3
CO 5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

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	**CO- 1:** Students will learn about social and religious changes in Indian society and to understand the thoughts of some famous	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0 Indian Renaissance ,Rise of Germany 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.	As Mentioned in Page no. ____to
PSO:1,2,	indian Social reformers	SO1.5		22	____

3				
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**CO- 2:** Students will learn about the political scenario of the world and to understand the rule and policies of some of the famous personalities like Bismark and Kaiser William II **.**	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-2 Eastern Question & World Politics upto 19052.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20,2.21,2.22,2.23,2.24,2.25
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	3-Students will Prepare a research paper on important topics like Eastern questions, Berlin Congress and the Balkan Wars I and II	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-33 First World war & League of Nations 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18,3.19,3.20,3.21,3.22,2.23
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**4-** Students will be able to understand all the aspects of world war closely and assess it's impact not only in Europe but Also in Europe**.**	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 History of Asia 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.16,4.17,4.18,4.19,4.20,4.21
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 a detailed description of the formation of the United Nations and it's role in various global differences	SO5:1 SO15.2 SO5.3 SO5.4 SO5.5		Unit5: Second World war & World Politics Upto 1950 5.1,5.2,5.3,5.4,5.5,5.6,5.7

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(Revised as on 01 August 2023)
Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA HISTORY
(Revised as on 1.08.2023)

Semester-VI

Course Code:	05HI601
Course Title :	History of Freedom Movement in Madhya Pradesh (From 1836 to 1947 CE)
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.**

On successful completion of this course The students will able to Understand the significance of various freedom movement and Satyagrah in Madhya Pradesh. They will Know about the The revolt of 1857 and Non Co -operation movement in Madhya Pradesh.Theyvwill To explain in detail about Civil Disobedience movement and Quit India Movement in Madhya Pradesh.

Course Outcomes:
The students will able to

05HI601.1- Understand the significance of various freedom movement and Satyagrah in Madhya Pradesh.

05HI601.2- Know about the The revolt of 1857 and Non Co -operation movement in Madhya Pradesh.

05HI601.3- To explain in detail about Civil Disobedience movement and Quit India Movement in Madhya Pradesh.

05HI601.4 - They will also able to write meningful essays on the role of Prajamandal and womens & tribals in Madhya Pradesh.

05HI601.5- Acquire knowledge about the contribution of the Princely States of Madhya Pradesh in the Freedom movement.

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Scheme of Studies:

Board of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
Program Core	05HI601	History of Freedom Movement in Madhya Pradesh (From 1836 to 1947 CE)	4	0	0	0	4	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

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End	Total

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			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)	Semester Assessment (ESA)	Marks (PRA+ ESA)
	05HI 601	History of Freedom Movement in Madhya Pradesh (From 1836 to 1947 CE)	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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05HI601.1Student will beUnderstand the significance of various freedom movement and Satyagrah in Madhya Pradesh **.**

Approximate Hours

Item	Appx Hrs.
Cl	16
LI	0
SW	1
SL	1
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the source of freedom struggle in Madhya Pradesh **SO1.2** Understand the Historical Background of Madhya Pradesh . **SO1.3** Understand the nature and reasons behind Rise of Nationalism in Madhya Pradesh **SO1.4** Evaluate the cause, events and result of Bundela Rebellion .		Unit -1 :Sources of freedom struggle & Rise of Nationalism in Madhya Pradesh 1.1 freedom struggle in Madhya Pradesh 1.2 Sources of freedom struggle in Madhya Pradesh 1.3 Nature of freedom struggle in Madhya Pradesh 1.4 Examine Nature of freedom struggle in Madhya Pradesh 1.5 Major events of freedom struggle in Madhya Pradesh 1.6 Historical Background of Madhya Pradesh (1836-1847 CE) 1.7 Rise of Nationalism in Madhya Pradesh 1.8 Reasons of Rise of Nationalism in Madhya Pradesh 1.9 Examine nature of Nationalism in Madhya Pradesh	

	1.10 Effects of Rise of Nationalism in Madhya Pradesh	
	1.11 Bundela Rebellion	
	1.12 Causes of Bundela Rebellion	
	1.13 Major Events of Bundela Rebellion	
	1.14 Result of Bundela Rebellion	
	1.15 Significance of Bundela Rebellion	
	1.16 Effects of Bundela Rebellion	

05HI601.2 Student will .Know about the The revolt of 1857 and Non Co -operation movement in Madhya Pradesh. **.**

Approximate Hours

Item	Appx Hours
Cl	15
LI	0
SW	1
SL	1
Total	17

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO2.1 Understand Nature ,causes and suppession of The Revolt of 1857 in Madhya Pradesh . **SO2.2** Understanding about the Con sequence of the Revolt of 1857 in Madhya Pradesh **SO2.3** Preparation of presentation on Nature of Regional events associated with the Revolt of 1857 in Madhya Pradesh **SO2.4** Understanding the Nature and significance of Non Cooperatiion Movement in Various regions of Madhya Pradesh.	.	**UNIT 2-** The Revolt of 1857 & Non Co-Operation Movement in Madhya Pradesh 2.1-The Revolt of 1857 in Madhya Pradesh 2.2Nature of The Revolt of 1857 in Madhya Pradesh 2.3 Cause of The Revolt of 1857 in Madhya Pradesh 2.4 Suppession and Consequences of The Revolt of 1857 in Madhya Pradesh 2.5-Regional Events 2.6Significance of The Revolt of 1857 in Sagar district of Madhya Pradesh 2.7. The Revolt of 1857 in Madhya Pradesh in Narmada region 2.8. The Revolt of 1857 in Madhya Pradesh in Gwalior & Indore 2.9 Bhopal 2.10 Rewa & Bundelkhand 2.11 Non Co-operation Movement in Madhya Pradesh 2.12Mahakaushal 2.13Gwalior & Indore 2.14- Bhopal 2.15-Rewa & Bundelakhand	

05HI601.3**:** Student will To explain in detail about Civil Disobedience movement and Quit India Movement in Madhya Pradesh

Approximate Hours

Item	Appx Hours
Cl	10

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LI	0
SW	1
SL	1
Total	12

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and Nature of Civil Disobedience movement in Madhya Pradesh **SO3.2** Understanding about the Civil Disobedience movement in Mahakaushal , Gwalior ,Indore etc regional of Madhya Pradesh . **SO3.3** Understanding the nature of Civil Disobedience movement at Bhopal ,Rewa & Bundelakhnd region of Madhya Pradesh . **SO3.4** Understanding about the Quit India movement in Mahakaushal , Gwalior ,Indore etc regional of Madhya Pradesh . **SO3.5** Understanding the nature of Quit India movement at Bhopal ,Rewa & Bundelakhnd region of Madhya Pradesh .	.	**Unit-3 :** Civil Disobedience & Quit India Movement in Madhya Pradesh 3.1-Civil Disobedience Movement in Madhya Pradesh 3.2-Mahakaushal 3.3- Gwalior & Indore 3.4- Bhopal 3.5-Rewa & Bundelkhand 3.6- Quit India Movement in Madhya Pradesh 3.7- Mahakaushal 3.8-Gwalior & Indore 3.9-Bhopal 3.10- Rewa & Bundelakhand	

05HI601.4 They will also able to write meningful essays on the role of Prajamandal and womens & tribals in Madhya Pradesh.

Approximate Hours

Item	Appx Hours

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Cl	10
LI	0
SW	1
SL	1
Total	12

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the role of Prajamandalas in freedom movement . **SO4.2** Preparation of table on participation of women in freedom movement **SO4.3** Understanding about Role of Mahatma Gandhi in Madhya Pradesh **SO4.4** Understanding about the Participation of various Tribals group in freedom movement. **SO4.5** Preparation of table of contribution of various Princely states of Madhya Pradesh and about Freedom fighters of Madhya Pradesh..	.	**Unit-4 :** Role of Prajamandals ,Women & Tribals in Freedom Movement 4.1 Role of Prajamanals in freedom movement 4.2 Nature of Prajamanals in freedom movement 4.3 Significance of Prajamanals in freedom movement 4.4 Mahatma Gandhi in Madhya Pradesh 4.5 Role of Mahatma Gandhi in Madhya Pradesh 4.6 Evaluation of role of Mahatma Gandhi in Madhya Pradesh 4.7 Participation of Women and tribals in Freedom movement 4.8 Evaluation of participation of Women and tribals in Freedom movement 4.9 Contribution of States of Madhya Pradesh 4.10 Examine role of States of Madhya Pradesh	

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05HI601.5Students willAcquire knowledge about the contribution of the Princely States of Madhya Pradesh in the Freedom movement.

Item	Appx Hours
Cl	9

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LI	0
SW	1
SL	1
Total	11

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the role of various freedom fighters in the freedom movement in Madhya Pradesh **SO5.2** Preparation of table on contribution of Tantia Bhil ,Bhima Nayak ,Mardan Singh & Kunji lal Dubey in freedom movement . **SO5.3** Understanding about role of Shankarshah , Ranmat Singh, Barkatullah and Keshav Prasad Vidyarthi in freedom movement in Madhya Pradesh **SO5.4** Understanding about the role of Ravishankar Shukla, Dwarka Prasad Mishra, Makhanlal , Avantibai and subhadra Kumari Chauhan .		**Unit 5:** The freedom fighters of Madhya Pradesh 5.1 - Role of Tantia Bhil & Khwaja Nayak 5.2-Role of Bhima Nayak & Mardan Singh 5.3-.Role of Bakhatbali & Shankarshah 5.4-Role of Raghunathshah & Ranmat Singh 5.5-.Role of Barkatullah & Kunjilal Dubey 5.6-.Role ofKeshav Prasad Vidyarthi & Ravishankar Shukla 5.7-.Role of Dwarka Prasad Mishra & Makhanalal Chaturvedi 5.8.Role of Avantibai 5.9Role of Subhadra Kumari Chauhan & Sahodra Rai	

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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: Understand the significance of various freedom movement and Satyagrah in Madhya Pradesh	16	1	1	18
.2: Know about the The revolt of 1857 and Non Co -operation movement in Madhya Pradesh.	15	1	1	17
3: To explain in detail about Civil Disobedience movement and Quit India Movement in Madhya Pradesh.	10	1	1	12

4 They will also able to write meningful essays on the role of Prajamandal and womens & tribals in Madhya Pradesh **.**	10	1	1	12
5- Acquire knowledge about the contribution of the Princely States of Madhya Pradesh in the Freedom movement.	9	1	1	11
Total Hours	60	05	05	70

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	1-Source of freedom Struggle & Rise of Nationalism in Madhya Pradesh	01	02	02	05
CO-2	2-The Revolt of 1857 & Non Co-operation Movement in Madhya Pradesh	01	02	02	05
CO-3	3-Civil Disobedience & Quit India Movement in Madhya Pradesh	1	02	10	13
CO-4	4-Role of Prajamandalas ,Women & Tribals in Freedom Movement	-	02	11	13
CO-5	5-The Freedom Fighters of Madhya Pradesh	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	India's Ancient Past	R S Sharma	Oxford India Paperbacks	Edition 2022
2	▢▢▢▢▢▢ ▢▢▢▢▢ ▢▢▢▢▢	▢▢ ▢ ▢▢ ▢▢▢▢▢▢▢▢	SBPD Publication	Edition 2022
3	▢▢▢▢▢▢▢▢▢ ▢▢▢ ▢▢▢▢▢▢▢▢▢ ▢▢▢▢▢ (1857-1947)	▢▢▢▢▢ ▢▢▢▢▢▢	▢▢▢▢▢ ▢▢▢▢▢▢ ▢▢▢ ,▢▢▢▢▢	Edition 2016
4	Lecture note provided by Dept. of Commerce AKS University, Satna .			

Curriculum Development Team:

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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

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CO-PO Mapping:

PO NO.	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3

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(Revised as on 01 August 2023)

Program Outcomes	The students acquire knowledge in the field of social sciences, literature and humanities which make them sensitive and	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 aquire 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 cit	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.	Discuss the development in art and architecture language nd literature ,science and technology.

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	sensible enough.					izen.						el.			
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	2	2	2	1	2	1	1	1	1	1	2	2	3	3
CO3	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	2	3	2	2	1	1	1	1	1	1	1	2	3	2	3
CO5	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3

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	**CO- 1:** Students will **:** Understand the significance of various freedom movement and Satyagrah in	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0 Source of freedom Struggle & Rise of Nationalism in Madhya Pradesh 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

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PSO:1,2, 3	Madhya Pradesh	SO1.5		1.16	____
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 2:** Students will Know about the The revolt of 1857 and Non Co -operation movement in Madhya Pradesh.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 The Revolt of 1857 & Non Co-operation Movement in Madhya Pradesh 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:** Students will able to explain in detail about Civil Disobedience movement and Quit India Movement in Madhya Pradesh.	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Civil Disobedience & Quit India Movement in Madhya Pradesh 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3. 9,3.10	
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 4:** Students will also able to write meningful essays on the role of Prajamandal and womens & tribals in Madhya Pradesh	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Role of Prajamandalas ,Women & Tribals in Freedom Movement 4.1,4.2,4.3,4.4,4,4.5,4.6,4.7,4 .8,4.9,4.10	
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 5:** Students will Acquire knowledge about the contribution of the Princely States of Madhya Pradesh in the Freedom movement.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: The Freedom Fighters of Madhya Pradesh 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8 ,5.9	

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(Revised as on 01 August 2023)
(Revised as on 1.08.2023)

Semester-VI

Course Code: 05HI604

Ancient Indian Religion and Philosophy

Course Title :

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 be able to understand History of Various religious activities in India and also know about different religious and philosophical ideologies emerged here . Students will also enriched with the knowledge of religion and philosophy prevalent in Ancient India .They will also be aware of the circumstances of the development of various religions and Sects . Student will get rid of misconceptions related to Indian religions and their religious beliefs will get rationality.

Course Outcomes:

05HI604.1- The students will be able to understand History of Various religious activities in India

05HI604.2- Students will know about different religious and philosophical ideologies emerged here .

05HI604.3- Students will also enriched with the knowledge of religion and philosophy prevalent in Ancient India .

05HI604.4- Students will also be aware of the circumstances of the development of various religions and Sects .

05HI604.5- Student will get rid of misconceptions related to Indian religions and their religious beliefs will get rationality.

Scheme of Studies:

Board of				Scheme of studies (Hours/Week)	Total Credits

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Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	(C)
Program Core	05HI504	Ancient Indian Religion and Philosophy	4	0	0	0	4	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

Board of Study	Couse Code	Course Title	Scheme of Assessment （Marks）						End Semester Assessment	Total Marks
			Progressive Assessment （PRA）							
			Class/Home Assignment 5 number 3 marks	Class Test 2 (2 best out of 3)	Seminar one	Class Activity any one	Class Attendance	Total Marks		

			each (CA)	10 marks each (CT)	(SA)	(CAT)	(AT)	(CA+CT+SA+CAT+AT)	(ESA)	(PRA+ ESA)
	05HI 504	Ancient Indian Religion and Philosophy)	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.

05HI604.1**The students will be able to understand History of Various religious activities in India .**

Approximate Hours

Item	Appx Hrs.
Cl	16
LI	0
SW	1
SL	1

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Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of History **SO1.2** Understand the Concept of tool and technique during Pre historic period . **SO1.3** Understand the concept behind town planning of Harappan civilization **SO1.4** Evaluate the culture and political condition of vedic Period **SO1.5** Write meaningfull essay on economic andition and religious life of Vedic period		Sources of Religious Ideas 1.1 Sources of Religious Ideas 1.2 Significance of Religious Ideas 1.3 Nature of Religious Ideas 1.4 Effects of Religious Ideas 1.5 Examine Nature of Religious Ideas 1.6 Types of Religious Ideas 1.7 Vedas 1.8 Significance of Vedas 1.9 Nature of Four Vedas 1.10 Content of Rig-Veda 1.11 Content of Yajurveda 1.12 Content of Samveda 1.13 Content of Atharvaved 1.14 Upnishads 1.15 Significance of Upnishads 1.16 Content and Nature of Upnishads	

05HI604.2**Students will know about different religious and philosophical ideologies emerged here** .

Approximate Hours

Item	Appx Hours
Cl	14
LI	0

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SW	1
SL	1
Total	16

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about emergence of state and second urbanization. **SO2.2** Understanding about the religious revolution in north India **SO2.3** Preparation of presentation on Mauryan dynasty **SO2.4** Understanding the culture and architecture of post mauryan empire . **SO2.5** Understanding the achievements of rulers of post mauryan empire .	.	**UNIT 2- Jainism and Buddhism** 2.1-Jainism 2.2 Philosophy of Jainism 2.3 Teachings of Jainism 2.4 Significance of Jainism 2.5 Examine the Philosophy of Jainism 2.6 -Buddhism 2.7 Philosophy of Buddhism 2.8 Examine the hilosophy of Buddhism 2.9 Shaivism 2.10 Philosophy of Shaivism 2.11 Examine the Philosophy of Shaivism 2.12 -Vaishnism 2.13 Philosophy of Vaishnism 2.14 Examine Philosophy of Vaishnism	

05HI604.3**: Students will also enriched with the knowledge of religion and philosophy prevalent**

in Ancient India .

Approximate Hours

Item	Appx Hours
Cl	12
LI	0

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SW	1
SL	1
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept political condition of Gupta Period **SO3.2** Understanding about the culture of Gupta Empire . **SO3.3** Understanding the conceptof Golden Age **SO3.4** Understanding about the economic condition of Gupta and Post Gupta period . **SO3.54** Understanding about the decline of Gupta empireSI .	.	**Unit-3 :** Philosophical Ideas of Sankhya ,Yoga and Gita 3.1-Samkhya 3.2Philosophy of Samkhya 3.3Significance of philosophy of Samkhya 3.4Examine Significance of Philosophy of Samkhya 3.5-Yoga 3.6Philosophy of Yoga 3.7Significance of Philosophy of Yoga 3.8 Examine Significance of Philosophy of Yoga 3.9-Gita . 3.10Philosophy of Gita 3.11Examine Philosophy of Gita 3.12Significance of Philosophy of Gita	

05HI604.4 **Students will also be aware of the circumstances of the development of various religions and Sects**

Approximate Hours

Item	Appx Hours
Cl	12

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LI	0
SW	1
SL	1
Total	14

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 therioes of origin of Rajputs **SO4.3** Understanding about socio-economic reasonsbehind 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 :** Philosophical Ideas of Nyaya ,Vaisheshika, Mimansa 4.1 Nyaya Philosophy 4.2 Nature of Nyaya Philosophy 4.3Examine Nyaya Philosophy 4.4Significance of Nyaya Philosoph 4.5. Vaisheshika Philosophy 4.6 Nature of Vaisheshika Philosophy 4.7Significance of Vaisheshika Philosophy 4.8Examine Vaisheshika Philosophy 4.9Mimamsa Philosophy 4.10Nature of Mimamsa Philosophy 4.11Significance of Mimamsa Philosophy 4.12Examine Mimamsa Philosophy	

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05HI604.5 **Student will get rid of misconceptions related to Indian religions and their religious beliefs will get rationality.**

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Item	Appx Hours
Cl	6
LI	0
SW	0
SL	1
Total	8

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of state ands 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: Philosophical Ideas of Charvakas and Ajivikas** 5.1.Charvakas Philosophy 5.2 Nature of Charvakas Philosophy 5.3Evaluate Charvakas Philosophy 5.4-Ajivikas Philosophy 5.5Nature of Ajivikas Philosophy 5.6Examine Ajivikas Philosophy	

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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: The students will be able to understand History of Various religious activities in India	16	1	1	18

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.2: Students will know about different religious and philosophical ideologies emerged here .	14	1	1	16
3: Students will also enriched with the knowledge of religion and philosophy prevalent in Ancient India	12	1	1	14
4 Students will also be aware of the circumstances of the development of various religions and Sects .	12	1	1	14
5- Student will get rid of misconceptions related to Indian religions and their religious beliefs will get rationality.	06	1	1	08
Total Hours	60	05	05	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	1-Sources of Religious Ideas	01	02	02	05
CO-2	2- Jainism and Buddhism	01	02	02	05
CO-3	3-Philosophical Ideas of Sankhya ,Yoga and Gita	1	02	10	13
CO-4	4-Philosophical Ideas of Nyaya ,Vaisheshika, Mimansa	-	02	11	13
CO-5	**5-** Philosophical Ideas of Charvakas and Ajivikas	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

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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	The Religions of India	Barth .A.	Varanasi	Edition 1985
2	History of Indian Philosophy	Bevalkar S and Ranade R D	Poona	Edition 1927
3	Religions of India	Hopkins E W	New Delhi	Edition 1977
	. Mr Gaurav Singh Department of Arts , AKS University, Satna			

Curriculum Development Team:

1-Mr. Gaurav Singh , Assistant Professor, Department of Arts
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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:

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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 | 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 aquire 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 citit | Environment and sustainability | Ethics | Individual and team work | Communication | Project management and finance | Life-long learning | Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev | Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums. | Discuss the development in art and architecture language nd literature ,science and technology. |

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	se nsi ble en ou gh.					i z e n .						el.			
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

Course Curriculum Map

POs& PSOs /*-No.	COsNo.&Titles	SOsNo.	La bor ato ryI nst ruc tio n(LI)	Classroom Instruction(CI)	SelfLearn ing(SL)
PO: 1,2,3,4, 5,6,7,8, 9,10,11, 12	**CO- 1:** The students will be able to understand History of Various religious activities in India	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0 Sources of Religious Ideas 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	As Mention ed in Page no. ____to
PSO:1,2,		SO1.5			____

3				
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 2:** Students will know about different religious and philosophical ideologies emerged here .	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Jainism and Buddhism 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
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 3:** Students will also enriched with the knowledge of religion and philosophy prevalent in Ancient India	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Philosophical Ideas of Sankhya ,Yoga and Gita 3.1,3.2,3.3,3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 4:** Students will also be aware of the circumstances of the development of various religions and Sects .	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: -Philosophical Ideas of Nyaya ,Vaisheshika, Mimansa 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:** Student will get rid of misconceptions related to Indian religions and their religious beliefs will get rationality	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Philosophical Ideas of Charvakas and Ajivikas 5.1,5.2,5.3,5.4,5.5,5.6

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Semester-VI

Course Code: 05HI603

Course Title :   Living Tradition in Ancient India

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.**

On successful completion of this course ,the students will be able to learn and understand the History of Tradition and their continuation and different aspect of Indian society and traditional values of India .They will also understand their ancient traditions by looking at the current cultural standards and traditions of religion , Politics , education ,painting ,crafts and performing arts In addition ,they will able to gain an in-depth knowledge of the preservation of culture through the ages including current institutions techniques and laws .

Course Outcomes:
The students will learn to;

05HI603.1-Analyze the Living traditions in religion ,policy, education and wisdom

05HI603.2 To have an in depth knowledge about Living tradition in Art ,Crafts and textiles .

05HI603.3- To explain in detail about living tradition in Performing Art ,Music ,Dance and Theatre .

05HI603.4 - They will also able to write meningful essays on the spread of Indian culture and traditions abroad and its continuity .

05HI603.5 They will also able to write meningful essays on Protection , Preservation of Living tradition , Institutions , techniques and Laws.

Scheme of Studies:

Board of				Scheme of studies (Hours/Week)	Total Credits

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Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	(C)
Program Core	05HI603	Living Tradition in Ancient India	4	0	0	0	4	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

Board of Study	Couse 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	Seminar one (	Class Activity any one	Class Attendance (AT)	Total Marks		

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			(CT)	SA)	(CA T)		(CA+CT+S A+CAT+A T)	(ESA)	(PR A+ ESA)
	05HI 603	Living Tradition in Ancient India	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.

05HI603.1Student will beAnalyze the Living traditions in region ,policy, education and wisdom

Approximate Hours

Item	Appx Hrs.
Cl	12
LI	0
SW	2
SL	1
Total	15

	Session Outcomes	(LI	Class room Instruction	(S

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(SOs)	)	(CI)	L)
SO1.1 Understand the Concept and nature of living traditions in India. **SO1.2** Understand the Concept of Religion , tradition . **SO1.3** Understand the about the Indian Temples ,Math and Ghatikas **SO1.4** Evaluate the reflections of Ancient Indianethic and tradition . **SO1.5** Write meaningfull essay on Ancient Healing Practices , Environmental Awareness and water conservation.		Unit 1- Living tradition in religion ,polity , education and wisdom 1.1 Living Tradition .: Definition, types of living tradition in India 1.2 Religion -tradition and it's continuity . 1.3 Conductors of Indian tradition 1.4 Indian Temples 1.5 Math and Ghatikas 1.6 Pilgrimages of India 1.7 Cultural values in Bhagwad Geeta and Ramcharita Manas 1.8 Reflections of ancient Indian ethics and traditions in Polity , economy , education 1.9 Guru -Shishya Tradition 1.10 Sanskrit :Our heritage and identity 1.11 Environmental Awareness and water conservation Practices -its relevance in the Modern Age 1.12 Ancient Healing Practices , traditions , preservation and promotion	

05HI603.2-Student will have an in depth knowledge about Living tradition in Art ,Crafts and textiles **.**

Approximate Hours

Item	Appx Hours
Cl	12
LI	0
SW	2
SL	1

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Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about Morals and Miniature painting of India. **SO2.2** Understanding about the Craft tradition and techniques. **SO2.3** Preparation of presentation on Indian Textile Industry **SO2.4** Understanding the Artisans and women empowerment through tradition . **SO2.5** Understanding the traditional practices prevalent through the ages.	.	**UNIT 2-**Living Tradition in Art ,crafts and textiles 2.1-Morals (Wall painting) of India 2.2 Miniature painting of India : History and tradition 2.3 Crafts of India :Stone sculptures 2.4Metal sculptures 2.5 Terracotta 2.6 Craft tradition and techniques 2.7 Artisans 2.8 Women empowerment through tradition 2.9 Indian Textiles Industry 2.10 Traditional practices prevalent through the ages 2.11Main centres 2.12 Varanasi , Kanchipuram. .	

05HI603.3**:** Student will explain in detail about living tradition in Performing Art ,Music ,Dance and Theatre .

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Approximate Hours

Item	Appx Hours
Cl	12
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept historical background of Indian Plays and drama **SO3.2** Understanding about the Various important Drama tradition . **SO3.3** Understanding the various forms of Puppet and Mask Performance tradition **SO3.4** Understanding about the various music and dance forms of India . **SO3.54** Understanding about various forms of Classical & folk dance and Fair and festivals.	.	**Unit-3 :** Living traditions in preforming Arts , Music ,dance and theatre 3.1-Historical background 3.2 Main aspects of Indian Plays and drama 3.3-Important drama tradition : 3.4Yakshgan 3.5Kuddiyupattu 3.6Muddiyattu 3.7-Puppet and Mask Performance tradition 3.8 forms of Puppet and Mask Performance 3.9 Various music Forms of India 3.10 Various dance forms of India 3.11 Classical and Folk 3.12Fairs and festivals	

05HI603.4 They will also able to write meningful essays on the spread of Indian culture and traditions abroad and its continuity

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Approximate Hours

Item	Appx Hours
Cl	12
LI	0
SW	2
SL	1
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the Modes of cultural exchange abroad and brief History of Outside contact of India in Ancient Time .	.	**Unit-4 :** Spread of Indian culture and tradition abroad and it's continuity 4.1 -Modes of cultural exchange abroad 4.2. A brief History of Outside contact of India in Ancient Time	
SO4.2 Preparation of table on role of various Ancient Universities and scholars in spreading Indian culture		4.3. -Role of Ancient universities and scholars in spreading Indian culture abroad 4.4 -Influence of Indian religion 4.5Influence of Indian culture	
SO4.3 Understanding about Influence of Indian religion and culture .		4.6-Science and technology 4.7Influence of Indian Science and Technology 4.8-Global influence of Indian epics 4.9-Global Impact of Ramayana	
SO4.4 Unnderstanding about Global influence of Indian			

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epics. **SO4.5** Preparation of table of significance of Ramayana & Mahabharata .		4.10 Global Impact of Mahabharata 4.11 Ankor vat Temple 4.12 The Kaleidoscope of India

.

05HI603.5 Students will also able to write meningful essays on Protection , Preservation of Living tradition , Institutions , techniques and Laws.

Item	Appx Hours
Cl	13
LI	0
SW	2
SL	1
Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO5.1 Understand about the nature of Constitution of India and its article related to Protection of Living tradition		**Unit 5:** Protection and Preservation of Living tradition , Institutions, Techniques and Laws
SO5.2 Preparation of table of varios government scheme related to preservation and protection of Living tradition..		5.1.-Constitution of India,Article 49 , Article 51
		5.2 Government Schemes "Apni Dharohar apni Pahchan "PRASAD
		5.3-(Pilgrimage Rejuvenation and Spiritual Augmentation Drive)
		5.4-Paryatam Parv -
SO5.3 Understanding about nature and issue of UNESCO and ASI		5.5Dekho Apna Desh
		5.6Swadesh Darshan etc
SO5.4 Understanding about the works and significance of National Adhiveshan of India and IGNCA		5.7- UNESCO
		5.8-The Archaeological Survey of India
		5. 9-Indira Gandhi National Centre for Arts
SO5.5 Understanding about the intangible cultural Heritage of Human traditional of India posted in world Heritage.		5.10-National Archives of India
		5.11 Indian council for cultural Relations
		5.12Indian National Trust for Art and cultural Heritage (INTACH)
		5.13 Intangible cultural heritage of Human traditions of India listed in world heritage

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)

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.1: Analyze the Living traditions in region ,policy, education and wisdom	12	2	1	15
.2: To have an in depth knowledge about Living tradition in Art ,Crafts and textiles**.**	12	2	1	15
3: To explain in detail about living tradition in Performing Art ,Music ,Dance and Theatre .	12	2	1	15
4 They will also able to write meningful essays on the spread of Indian culture and traditions abroad and its continuity **.**	12	2	1	15
5- Theywill also able to write meningful essays on Protection , Preservation of Living tradition , Institutions , techniques and Laws.	13	2	1	16
Total Hours	61	10	5	76

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	U	A	Marks
CO-1	1-Living tradition in religion ,polity , education and wisdom	01	02	02	05
CO-2	2-Living Tradition in Art ,crafts and textiles	01	02	02	05
CO-3	3-Living traditions in preforming Arts , Music ,dance and theatre	1	02	10	13
CO-4	4-Spread of Indian culture and tradition abroad and it's continuity	-	02	11	13

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CO-5	5-Protection and Preservation of Living tradition , Institutions, Techniques and Laws	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	India's Ancient Past	R S Sharma	Oxford India Paperbacks	Revised edition 2022
2	Imperial Mughal Painting	Stuart Carry Welch	New York	Edition 1978
3	Sociology of Indian Culture	Mukharji D P	Rawat Publication , Jaipur	Edition 1948/1979
4	Mr. Gaurav Singh , Assistant Professor 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	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	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 aquire 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 cit	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local , regional and national lev	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.	Discuss the development in art and architecture language nd literature ,science and technology.

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	se nsi ble en ou gh.					i z e n .						el.		
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

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	**CO- 1:** Students will : Analyze the Living traditions in region ,policy, education and wisdom	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0 Living tradition in religion ,polity , education and wisdom 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

PSO:1,2, 3		SO1.5		_____
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 2:** Students will be able to have an in depth knowledge about Living tradition in Art ,Crafts and textiles**.**	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Living Tradition in Art ,crafts and textiles 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	**CO- 3:** Students will be able to explain in detail about living tradition in Performing Art ,Music ,Dance and Theatre . .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Living traditions in preforming Arts , Music ,dance and theatre 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:** Students will also able to write meningful essays on the spread of Indian culture and traditions abroad and its continuity **.**	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4 Spread of Indian culture and tradition abroad and it's continuity 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:** Students will also able to write meningful essays on Protection , Preservation of Living tradition , Institutions , techniques and Laws.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5: Protection and Preservation of Living tradition , Institutions, Techniques and Laws 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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Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA HISTORY
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Semester-VI

Course Code:	05HI602
Course Title :	Ancient Indian Temple Architecture

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 be able to know about India's great heritage of temple architecture.students will also understand development of temples architecture in ancient India and characteristics of the prominent schools of temple architecture.This course will enrich students with good knowledge of temple architecture and be helpful to make their careerin the field of tourism**.**

Course Outcomes:
05HI602.1 **- The students will be able to analyze the great heritage of temple architecture.**
05HI602.2**- To have an in depth knowledge of Ancient Indian various rock cut and caves . .**
05HI602.3**- To explain in detail about temple architecture and different styles of temple architecture in India .**
05HI602.4 **- They will also able to write meaningful essay on various temples of Orissa and Rajasthan**

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05HI602.5 **They will also able to write meningful essays great construction of Engineering skills of temples of Chalukyas and Pallava.**

Scheme of Studies:

Board of Study	Course Code	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
Program Core	05HI602	Ancient Indian Temple Architecture	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

Board of Study	Couse Code	Course Title	Scheme of Assessment （Marks）		
			Progressive Assessment （PRA）	**End**	**Total**

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			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)	Semester Assessment (ESA)	Marks (PRA+ ESA)
	05HI 602	Ancient Indian Temple Architecture	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.

1- The students will be able to analyze the great heritage of temple architecture.

Approximate Hours

Item	Appx Hrs.
Cl	12
LI	0

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SW	01
SL	01
Total	14

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the Concept and nature of History **SO1.2** Understand the Concept of tool and technique during Pre historic period . **SO1.3** Understand the concept behind town planning of Harappan civilization **SO1.4** Evaluate the culture and political condition of vedic Period **SO1.5** Write meaningfull essay on economic andition and religious life of Vedic period		Rock -Cut 1.1 Rock -Cut 1.2 Salient features of Rock -Cut 1.3 Significance of Rock -Cut 1.4 Examine Significance of Rock -Cut 1.5 Chaityagriha 1.6 Salient features of Chaityagriha 1.7 Significance of Chaityagriha 1.8 Examine the Significance of Chaityagriha 1.9 Vihar 1.10 Salient features of Vihar 1.11 Significance of Vihar 1.12 Examine Significance of Vihar	

2- To have an in depth knowledge of Ancient Indian various caves .

Approximate Hours

Item	Appx Hours
Cl	13

LI	0
SW	01
SL	01
Total	15

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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about emergence of state and second urbanization.	.	**UNIT 2-** Caves 2 1Caves 2.2Signidficance of Caves 2.3Salient Features of various caves 2.4-Salient features of Caves of Ajanta 2.5 Ellora 2.6Caves of Ellora 2.7Salient features of Caves of Ellora 2.8Caves of Ajanta 2.9Examine Significance of caves of Ajanta 2.10 Salient features of Ellora 2.11 Examine Significance of caves of Ellora 2.12caves of Karle 2.13Examine Significance of caves of Karle.	
SO2.2 Understanding about the religious revolution in north India			
SO2.3 Preparation of presentation on Mauryan dynasty			
SO2.4 Understanding the culture and architecture of post mauryan empire .			
SO2.5 Understanding the achievements of rulers of post mauryan empire .			

3: To explain in detail about temple architecture and different styles of temple architecture in India .

Approximate Hours

Item	Appx Hours
Cl	14
LI	0
SW	1
SL	1

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Total	16	

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept political condition of Gupta Period **SO3.2** Understanding about the culture of Gupta Empire . **SO3.3** Understanding the conceptof Golden Age **SO3.4** Understanding about the economic condition of Gupta and Post Gupta period . **SO3.54** Understanding about the decline of Gupta empireSI .	.	**Unit-3 :** Development of Temple Architecture 3.1-Developmemt of Temple architecture 3.2Salient features of Temple architecture 3.3Significance of Temple architecture 3.4Examine Significance of Temple architecture 3.5 Salient features of Nagara style 3.6Examine the Salient features of Nagara style 3.7Salient features of Besara Style 3.8Examine Significance of Besara Style 3.9Salient features of Dravina Style 3.10Examine significance of Dravina Style 3.11-Salient features of Gupta Temples 3.12Examine Significance of Gupta Temples 3.13-Salient features of Khajuraho temples 3.14Examine the significance of Khajuraho temples	

4:They will also able to write meaningful essay on various temples of Orissa and Rajasthan

	Approximate Hours
Item	Appx Hours
Cl	16
LI	0
SW	01
SL	01

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Total	18

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 therioes of origin of Rajputs **SO4.3** Understanding about socio-economic reasonsbehind 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 :** Temples 4.1.Temples of Orisa 4.2Salient Features of Temples of Orisa 4.3Significance of Temples of Orisa 4.4Examine Significance of Temples of Orisa 4.5Lingraja Temple 4.6Salient features of Lingraja Temple 4.7Ratha Temple 4.8 Salient Features of Ratha Temple 4.9Architecture of Ratha Temple 4.10Sun Temple Of Konark 4.11 Salient Features of Sun Temple of Konark 4.12 Temples of Rajasthan 4.13 Salient features of Temples of Rajasthan 4.14 Architecture of Temples of Rajasthan 4.15Significance of Temples of Rajasthan	
		4.16Examine Various features of Temples of Rajasthan	

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AC 101.5:They will also able to write meningful essays great construction of Engineering skills of temples of Chalukyas and Pallava.

Item	Appx Hours
Cl	6
LI	0
SW	01
SL	01
Total	8

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the nature of state ands 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:** Temples of Chalukyas and Pallava 5.1 - Chalukyas Temples 5.2 -Pallava temples 5.3. Chola temples 5.4. Pandya temples 5.5Salient features of Temples of Chalukyas and Pallava 5.6Significance of Temples of Chalukyas and Pallava	

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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: The students will be able to analyze the great heritage of temple architecture.	12	01	01	14
.2: To have an in depth knowledge of Ancient Indian various rock cut and caves	13	01	01	15
3-To explain in detail about temple architecture and different styles of temple architecture in India	14	01	01	16
4 They will also able to write meaningful essay on various temples of Orissa and Rajasthan	16	01	01	18
5- They will also able to write meningful essays great construction of Engineering skills of temples of Chalukyas and Pallava.	6	01	01	8
Total Hours	61	05	05	71

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	1-Rock Cut	01	02	02	05
CO-2	2- caves	01	02	02	05
CO-3	3-Development of Temple Architecture	1	02	10	13

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CO-4	4-Temples	-	02	11	13
CO-5	**5-** Temples of Chalukyas and Pallava	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	Archaeology of Central India	Chadhar M L	S.K.Book Agency ,New Delhi	Edition 2017
2	Bharatiya Sthapatya	Jha Rangkumar	Akriti Publication	Edition 2003
3	Art and Architecture of Kalchuris	Ali Rehman	Sandeep Prakashan,New Delhi	Edition 1980
	Mr. Gaurav Singh Department of Arts ,AKS University,Satna ,MP			

CO-PO Mapping:

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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	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 aquire 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 there responsible citit	Environment and sustainability	Ethics	Individual and team work	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national lev	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature ,science and technology.

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CO1	2	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	2
CO4	2	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO5	3	2	2	2	1	2	1	1	1	1	1	3	3	2	3

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	**CO- 1:** Students will be able to analyze the great heritage of temple architecture	SO1:1 SO1.2 SO1.3 SO1.4		Unit-1.0Rock Cut and caves1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10,1.11,1.12	As Mentioned in Page no. ____to
PSO:1,2,		SO1.5			____

3				
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**CO- 2:** Students will be ableto have an in depth knowledge of Ancient Indian various and caves	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Rock Cut and caves 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	**CO- 3:** Students will be able to explain in detail about temple architecture and different styles of temple architecture in India	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Development of Temple Architecture 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
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**CO- 4:** Students will also able to write meaningful essay on various temples of Orissa and Rajasthan	SO4:1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Temple 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- 5:** Students will also able to write meningful essays great construction of Engineering skills of temples of Chalukyas and Pallava.	SO5:1 SO5.2 SO5.3 SO5.4 SO5.5		Unit5- Temples of Chalukyas and Pallava 5.1,5.2,5.3,5.4,5.5,5.6

Course Code:	06HI651
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.

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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 analyze 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:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
PJT	06HI651	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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Code	Code Course	Title Course	Scheme of Assessment (Marks)						Semester End (ESA)	Max Marks Total (PRA + ESA)
			Progressive Assessment (PRA)							
			Class Assignment/ Home assignment (CA) 5 marks	Class Test (CT) 10 marks (best 3)	Session SA	Activity Co-Curricular Activity Arts (AC)	Attendance Class (AT)	Total Marks (CA+CT+SA+CAT+AT)		
PJT	06HI651	Field Project	-	-	-	-	-	-	-	100

Scheme of Assessment:

Theory:
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, analyze 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.

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.

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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(Revised as on 01 August 2023)
(Revised as on 1.8.2023)

Semester-VII

Course Code: 01HI701

Course Title :   Historiography , Concepts , Methods and Tools

Pre- requisite: To study this course ,a student must had this subject in Degree

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

After studying this Paper ,the students will have a clear cut picture of the History and historiography in India and in other countries and aso able to give critical account of the various aspects related to historiography in ancient and medieval India and Historiography in Modern period and Approaches of History.

Course Outcomes:
After studying this paper:
01HI701.1-Students will have a clear cut picture of the history and historiography in India and in other countries .
01HI701.2- The students will know about the corelation of History with other discipline .
01HI701.3- Students will be able to give a critical account of the various aspects related to historiography in ancient and medieval period .
01HI701.4-Students will be able to answer crucial questions related to the Historiography in Modern period and Approaches .
01HI701.5- Students will be able to give an Impressive enumeration on theories of History and themes in Indian History.

Scheme of Studies:

Board				Scheme of studies (Hours/Week)	Total

543

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of Study	Cour se Cod e	Course Title	Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Credits (C)
Progr am Core	01HI70 1	Historiography , Concepts ,Methods and Tools	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

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)						End Semester Assessme nt	Total Mark s
			Progressive Assessment (PRA)							
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Semin ar one (SA)	Class Activi ty any one (CAT)	Class Attendanc e (AT)	Total Marks (CA+CT+SA+CAT +AT)	(ESA)	(PRA+

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										ESA)
01HI701	Historiography , Concepts ,Methods and Tools	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.

01HI701.1Students will have a clear cut picture of the history and historiography in India and in other countries

Approximate Hours

Item	Appx Hrs.
Cl	19
LI	0
SW	1
SL	1
Total	21

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO1.1 Understand the meaning and concerpt of History **SO1.2**Understand the Collection and Selection of Facts **SO1.3**Understand the concept behind Evidence and it's transmission **SO1.4**Evaluate the Causation in History **SO1.5** Write meaningfull essay on Internal and External Analysis		Unit 1-History and Historiography 1.1 What is History? 1.2 Meaning of History 1.3 Significance of History 1.4 Salient Features of study of History 1.5 Scope of History 1.6 Sources of History 1.7 Literary Source 1.8 Archaeological Sources 1.9 Collection and Selection of Facts 1.10 Evidence 1.11 transmission of Evidence 1.12 Causation in History 1.13 Significance of Causation in History 1.14 Bias in History 1.15 Effects of Bias in History 1.16 Historiography 1.17 Various trends of Historiography 1.18 Internal Analysis 1.19 External Analysis

01HI701.2-The students will know about the corelation of History with other discipline. **.**

Approximate Hours

Item	Appx Hours
CI	26
LI	0

SW	1
SL	1

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	Total	28

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about History and Archaeology **SO2.2** Understanding about the Correlation of History with Geography **SO2.3** Preparation of presentation Correlation of History with Anthropology **SO2.4** Correlation of History with Political science **SO2.5** Understanding the Correlation of History with Sociology and Economics	.	UNIT 2- Correlation of History with Other Disciplines 2.1 History and Archaeology 2.2 Examine History and Archaeology 2.3 Significance of History and Archaeology 2.4 Salient features of History and Archaeology 2.5 Examine various techniques of History and Archaeology 2.6 Correlation between and Archaeology 2.7 Correlation of History with Geography 2.8 Nature of History with Geography 2.9 Significance of History with Geography 2.10 Salient features of History with Geography 2.11 Correlation of History with Anthropology 2.13 Nature of History with Anthropology 2.14 Salient features of History with Anthropology 2.15 Significance of History with Anthropology 2.16 Correlation of History and Sociology 2.17 Salient features of History and Sociology 2.18 Significance of History and Sociology 2.19 Correlation of History with Political science 2.20 Salient features of History with Political science	

		2.21 Significance of History with Political science
		2.22 Examine Correlation of History with Political science
		2.23 Correlation of History with Economics
		2.24 Salient features of History with Economics
		2.25 Significance of History with Economics
		2.26 Examine Correlation of History with Economics

01HI701.3 Students will be able to give a critical account of the various aspects related to historiography in ancient and medieval period .

Approximate Hours

Item	Appx Hours
CI	20
LI	0
SW	1
SL	1
Total	22

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Ancient Historiography **SO3.2** Understanding about the Greco-Roman Tradition **SO3.3** Understanding the	.	Unit-3 : Historiography in Ancient and Medieval Period 3.1 Ancient Historiography 3.2 Ancient Indian Historiography	

Chinese Historiography **SO3.4** Understanding about the Medieval Indian Historiography **SO3.5** Understanding about the Western , Arabic and Persian Historiography		3.3Nature of Ancient Indian Historiography 3.4Salient features of Ancient Indian Historiography 3.5Greco-Roman Tradition 3.6Nature of Greco-Roman Tradition 3.7Salient features of Greco-Roman Tradition 3. 8 Chinese Historiography 3.9Nature of Chinese Historiography 3.10Salient features of Chinese Historiography 3.11Medieval Indian Historiography 3.12Salient features of Medieval Indian Historiography 3.13Significance of Medieval Indian Historiography 3.14Western Historiography 3.15Nature of Western Historiography 3.16Significance of Western Historiography 3.17Salient features of Western Historiography 3.18 Arabic and Persian Historiography 3.19Salient features of Arabic and Persian Historiography 3.20Significance of Arabic and Persian Historiography	

01HI701.4Students will be able to answer crucial questions related to the Historiography in Modern period and approaches

Approximate Hours

Item	Appx Hours
Cl	13
Ll	0
SW	1

SL	1

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Total	15

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature Modern Indian Historiography **SO4.2** Preparation of table on various Approaches of History **SO4.3** Understanding about Theological and Orientals approach of History **SO4.4** Understanding about the Imperialist and Nationalist approach of History **SO4.5** Preparation of table on salient features of Marxist and subaltern approach of History	.	Unit-4 : Historiography in Modern Period and Approaches of History 4.1 Modern Indian Historiography 4.2.Nature of Indian Tradition 4.3.Nature of British Tradition 4.4 Approaches of History 4.5 Theological Approach 4.6. Orientals Approach 4.7. Imperialist Approach 4.8-. Nationalist Approach 4.9 Marxist Approach 4.10 Subaltern Approach 4.11Nature of Various Approaches of History 4.12Salient features of Various Approaches of History 4.13Salient features of Various Approaches of History	

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01HI701.5Students will be able to give an Impressive enumeration on theories of History and themes in Indian History.

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the various theories of History **SO5.2** Preparation of report on cyclical theory **SO5.3** Understanding about Themes of Indian History **SO5.4** Understanding about the various debates in Indian History .		Unit 5: Theories of History and Themes in Indian History 5.1.-Theories of History 5.2 Cyclical Theory 5.3 Nature of Cyclical Theory 5.4 Significance of Cyclical Theory 5.5 Sociological Theory 5.6 Significance of Sociological Theory 5.7 Comparative Theory 5.8 Significance of Comparative Theory 5.9 Structural Theory 5.10 Significance of Structural Theory 5.11 Themes of Indian History 5.12 Nature of various themes in Indian History 5.13 Debates in Indian History 5.14 Salient features of various Debates in Indian History	

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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 have a clear cut picture of the history and historiography in India and in other countries .	19	1	1	21
.2: The students will know about the corelation of History with other discipline.	26	1	1	28
3:Students will be able to give a critical account of the various aspects related to historiography in ancient and medieval period .	20	1	1	22
4Students will be able to answer crucial questions related to the Historiography in Modern period and Approaches.	13	1	1	16
5- Students will be able to give an Impressive enumeration on theories of History and themes in Indian History.	14	1	1	16
Total Hours	92	05	5	100

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	History and Historiography	01	02	02	05
CO-2	Correlation of History with other Disciplines	01	02	02	05
CO-3	Historiography in Ancient and Medieval Period	1	02	10	13
CO-4	Historiography in Modern Period and Approaches of History	-	02	11	13

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CO-5	Theories of History and Themes in Indian History				
		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. No.	Title	Author	Publisher	Edition & Year
1	Historiography :A History of Historical Writing	Sharma Tejram	New Delhi	Edition 2005
2	Methods of Historical Research	Kuppuram and Kumudmany	New Delhi	Edition 2002
3	On History and Historiography	Manikkam	Madurai	Edition 2003

A K S University

Mr. Gaurav Singh , Assistant Professor

Dept. of Arts ,AKS University, Satna .

(Revised as on 01 August 2023)

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

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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 aquire 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 teamwork	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature, science and technology.
CO1	3	3	2	3	1	2	1	1	1	1	1	3	2	3	3
CO2	3	2	2	1	1	2	1	1	1	1	1	2	2	3	3
CO3	2	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO4	2	3	2	3	1	2	1	1	1	1	1	3	3	2	3
CO5	3	2	1	2	1	2	1	1	1	1	1	2	2	3	3

Course Curriculum Map

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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: Students will have a clear cut picture of the history and historiography in India and in other countries .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0. History and Historiography 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	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 will know about the corelation of History with other discipline.	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Correlation of History with other Disciplines 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10,2.11,2.12,2.13,2.14,2.15,2.16,2.17,2.18,2.19,2.20,2.21,2.22,2.23,2.24,2.25,2.26	
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO**3: Students will be able to give a critical account of the various aspects related to historiography in ancient and medieval period .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Historiography in Ancient and Medieval Period 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.13,3.14,3.15,3.16,3.17,3.18,3.19,3.20	
PO: 1,2,3,4 ,5,6,7, 8,9,10,	**CO4**Historiography in Modern Period and Approaches of History	SO4:1 SO4.2 SO4.3		Unit-4: Historiography in Modern Period and Approaches of History 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,	
11,12		SO4.4		4.9,4.10,4.11,4.12,4.13,4.14	

PSO: 1,2,3		SO4.5		
PO: 1,2,3,4,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO5-** Students will be able to give an Impressive enumeration on theories of History and themes in Indian History.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: Theories of History and Themes in Indian History 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-VII

Course Code: 05HI701

Course Title :   Historical, Heritage and Tourism

Pre- requisite: To study this course ,a student must had this subject in Degree.,

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

After studying this Paper ,Student will learn about the definition,scope and significance of Heritage .Students will get acquainted with the History and culture of various religious shrines and pilgrimage

centers of India.

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Course Outcomes:

After studying this paper:

05HI701.1-Student will learn about the definition,scope and significance of Heritage .

05HI701.2-Students will gain Knowledge about the traditions of Stupa ,Gufa and chaitya in India.

05HI701.3-Students will be able to throw light on the role of temples in the architectural tradition in Indian religious texts .

05HI701.4- Students will get acquainted with the History and culture of various religious shrines and pilgrimage centers of India.

05HI701.5- Students will be able to give a presentation on the importance of museums of India.

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	05HI505	Research Methodology	4	0	0	0	4	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

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Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	**(ESA)**	(PRA + ESA)
	05HI505	Research Methodology	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.

05HI701.1Student will learn about the definition,scope and significance of Heritage

Approximate Hours	
Item	Appx Hrs.
Cl	10

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LI	0
SW	1
SL	1
Total	12

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the meaning of Heritage and Touris **SO1.2** Understand about the Importance of Heritage and tourism **SO1.3** Understand the concept behind Evidence and it's transmission **SO1.4** Evaluate the History of Tourism in India **SO1.5** Write meaningfull essay on scope of Heritage and Tourism in India		Unit 1-Heritage and Tourism 1.1 Meaning of Heritage 1.2 Scope of Heritage 1.3 Importance of Heritage 1.4 Salient features of various Heritage Architecture 1.5 History of Tourism in India 1.6 Scope of Tourism in India 1.7 Importance of Tourism in India 1.8 Various Types of Tourism in India 1.9 Medical Tourism 1.10 Significance of Tourism in India	

05HI701.2-Students will gain Knowledge about the traditions of Stupa ,Gufa and chaitya in India.

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Approximate Hours

Item	Appx Hours
Cl	16
LI	0
SW	1

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SL	1
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about History Stupa ,Guha and Chaitya **SO2.2** Understanding about the architecture of Stupa of Saranath and Amravati **SO2.3** Preparation of presentation on Correlation of History with Anthropology **SO2.4** Evaluate the Guha Architecture of Ajanta and Ellora **SO2.5** Understanding the Chaitya of Bhaja ,Karle and Nasik	.	UNIT 2- Stupa ,Guha & Chaitya 2.1-Stupa 2.2Significance of Stupa 2.3Salient Features of Stupa 2.4Salient Features of Sanchi 2.5Sailent Features of Sarnath 2.6Saient Features of Amravati 2.7Guha 2.8Significance of Guha 2.9Salient Features of Ajanta 2.10Salient Features of Ellora 2.11Salient Features of Udaigiri 2.12Chaitya 2.13Significance of Chaitya 2.14Salient features of Bhaja 2.15Salient features of Karle 2.16Salient features of Nasik	

05HI701.3Students will be able to throw light on the role of temples in the architectural tradition in Indian religious texts .

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Approximate Hours

Item	Appx Hours
Cl	17
LI	0
SW	1
SL	1
Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Understanding about architecture of Temples Of Somnath and Khajuraho **SO3.2** Understanding about the Forts of Junagarh and Chittorgarh **SO3.3** Understanding the Forts of Gwalior and Golakunda **SO3.4** Understanding about the Monuments of Tajmahal and Fatehpur Sikri , **SO3.5** Understanding about the salient features of Lotus Temple Mahabalipuram .	.	Unit-3 : Temple ,Forts and Monuments 3.1-Temples 3.2Sivnificance of Temple Architecture 3.3Salient Features of Temple Architecture 3.4 -Somnath Temple 3.5 Khajuraho Temple 3.6 Bhoramdeo Temple 3.7 Kanchipuram Temple 3.8Padmnabham Temple 3.9 Forts of Junagarh 3.10 Fort of Chittorgarh 3.11Forts of Gwalior 3.12 Forts of Golakunda 3.13 Jaisalmer Fort 3.14 Monuments :Tajmahal 3.15Fatehpur Sikri , 3.16Lotus Temple	

		3.17Mahabalipuram	

05HI701.4 Students will get acquainted with the History and culture of various religious shrines and pilgrimage centers of India.

Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Religious Shrines and Pilgrimage centres **SO4.2** Preparation of table on temples of Ayodhya and Varanasi Badrinath **SO4.3** Understanding about Dwarka and Puri and Rameshwaram **SO4.4** Understanding about the Srinagar and Ajmer	.	Unit-4 : Religious Shrines & Pilgrimage Centres 4.1 Ayodhya 4.2 Varanasi 4.3. Badrinath 4.4 Kedarnath 4.5 Dwarka 4.6Puri 4.7Rameshwaram	

SO4.5 Preparation of table on Shikharji and Amritsar		4.8 Srinagar 4.9 Ajmer 4.10 Goa 4.11 Kochi 4.12 Shikharji 4.13 Amritsar	

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05HI701.5Students will get in depth knowledge about the data collection and writing .

Item	Appx Hours
Cl	06
LI	0
SW	1
SL	1
Total	08

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(S L)

SO5.1 Understand about the various Museums **SO5.2** Preparation of report on Nationa Museum New Delhi **SO5.3** Understanding about Themes Mani Bhavan Gandhi Museum Mumbai **SO5.4** Understanding about the Fort St. George Museum Chennai .		Unit 5: Museums 5.1.-Nationa Museum New Delhi 5.2 Indian Museum Kolkata 5.3- Mani Bhavan Gandhi Museum Mumbai 5.4- Salar Jung Museum Hyderabad 5.5- Fort St. George Museum Chennai 5.6-Tribal Museum Bhopal

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:Student will learn about the definition,scope and significance of Heritage	10	1	1	12
.2: Students will gain Knowledge about the traditions of Stupa ,Gufa and chaitya in India.	16	1	1	18
3: Students will be able to throw light on the role of temples in the architectural tradition in Indian religious texts .	17	1	1	19
4:Students will get acquainted with the History and culture of various religious shrines and pilgrimage centers of India.	13	1	1	15

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5- Students will be able to give a presentation on the importance of museums of India. .	06	1	1	08
Total Hours	62	05	5	72

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	Heritage and Tourism	01	02	02	05
CO-2	Stupa ,Guha & Chaitya	01	02	02	05
CO-3	Temples ,forts & Monuments	1	02	10	13
CO-4	Religious Shrines & Pilgrimage centres	-	02	11	13
CO-5	Museums	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. No.	Title	Author	Publisher	Edition & Year
1	Madhya Pradesh and Chattisgarh	Mahajan Malti	New Delhi	Edition 2000
2	The Cultural Heritage of Madhya Bharat	PATIL. D.R.	Gwalior	Edition 1953
3	On History and Historiography	Manikkam	Madurai	Edition 2003
	Mr. Gaurav Singh , Assistant Professor 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:

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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 post graduate programme of their choice.	The B. A. program enables the students to aquire 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	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature ,science and technology.
CO1	3	2	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	1	2	2	1	2	1	1	1	1	1	2	2	3	3
CO3	2	2	2	2	1	2	1	1	1	1	1	3	3	3	3
CO4	3	3	2	2	1	1	1	1	1	1	1	3	2	2	3

CO5	2	1	2	2	1	2	1	1	1	1	1	2	3	3	3

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-1tudent will learn about the definition,scope and significanceof Heritage	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Heritage and Tourism 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,1.10	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 gain Knowledge about the traditions of Stupa ,Gufa and chaitya in India..	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Stupa ,Guha & Chaitya 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	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO:1,2,3	CO-3 Students will be able to throw light on the role of temples in the architectural tradition in Indian religious texts .	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Temple ,Forts and Monuments 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8,3.9,3.10,3.11,3.12,3.11,3,3.14,3.15,3.16,3.17	
PO:	**CO- 4:**Students will get	SO4:1		Unit-4: Religious Shrines &	

1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	acquainted with the History and culture of various religious shrines and pilgrimage centers of India.	SO4.2 SO4.3 SO4.4 SO4.5		Pilgrimage Centres 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:**Students will be able to give a presentation on the importance of museums of India.	SO5:1 SO5.2 SO5.3 SO5.4		Unit5: Museums 5.1,5.2,5.3,5.4,5.5,5.6

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Semester-VII

Course Code: 02HI701

Course Title :   Research Methodology

Pre- requisite: To study this course ,a student must had this subject in Degree.,

Rationale: Students will have a in depth knowledge about the meaning and importance of Research .Students will be able to describe the conditions for the Interdisciplinary research in Social Sciences and

also will get in depth knowledge about the data collection and writing

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Course Outcomes:

After studying this paper:

02HI701.1-Students will have a in depth knowledge about the meaning and importance of Research .

02HI701.2- The students will get knowledge about the meaning and importance of review of Literature and Hypothesis

02HI701.3- Students will be able to describe the conditions for the Interdisciplinary research in Social Sciences .

02HI701.4 -Students will get an understanding of various sources .

02HI701.5- Students will get in depth knowledge about the data collection and writing .

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	02HI701	Research Methodology	4	0	0	0	4	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

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Board of Study	Couse 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 (CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)
	02HI701	Research Methodology	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.

02HI701.1-Students will have a in depth knowledge about the meaning and importance of Research .

Approximate Hours

Item	Appx Hrs.

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Cl	7
LI	0
SW	1
SL	1
Total	9

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the meaning and concerpt of History **SO1.2** Understand the Collection and Selection of Facts **SO1.3** Understand the concept behind Evidence and it's transmission **SO1.4** Evaluate the Causation in History **SO1.5** Write meaningfull essay on Internal and External Analysis		Unit 1-Meaning , Importance and Aims 1.1 Meaning of Research . 1.2 Importance of Research 1.3 Significance of Research 1.4 Types of Research 1.5 Challenges related to Research 1.6 Aims of Research 1.7 Selection of the topic of Research	

02HI701.2-The students will get knowledge about the meaning and importance of review of Literature and Hypothesis

Approximate Hours

Item	Appx Hours
Cl	15
LI	0
SW	1

SL	1
Total	17

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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about History and Archaeology **SO2.2** Understanding about the Correlation of History with Geography **SO2.3** Preparation of presentation on Correlation of History with Anthropology **SO2.4** Correlation of History with Political science **So2.5** Understanding the Correlation of History with Sociology and Economics	.	UNIT 2- Preparation of Research synopsis 2.1 Meaning 2.2-Importance of Review of Literature 2.3 Significance of Review of Literature 2.4 Salient features of Review of Literature 2.5 Hypothesis. 2.6 Significance of Hypothesis 2.7 Salient Features of Hypothesis 2.8 Tools of Data Collection in research 2.9 Methods of Data Collection 2.10 Interview Method 2.11 Nature of Interview Method 2.12 Questionnaire Method 2.13 Significance of Questionnaire Method 2.14 Observation Method 2.15 Significance of Observation Method	

02HI701.3 Students will be able to describe the conditions for the Interdisciplinary research in Social Sciences .

Approximate Hours	
Item	Appx Hours
Cl	16
LI	0
SW	1

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SL	1
Total	18

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Ancient Historiography **SO3.2** Understanding about the Greco-Roman Tradition **SO3.3** Understanding the Chinese Historiography **SO3.4** Understanding about the Medieval Indian Historiography **SO3.54** Understanding about the Western , Arabic and Persian Historiography	.	Unit-3 **:** Interdisciplinary research in Social Sciences 3.1-Historical research methods 3.2Significancd of Historical research methods 3.3 -Analytical Methods 3.4Significance of Analytical Methods 3.5Scientific Methods 3.6 Significance of Analytical Methods 3.7Comparative Methods 3.8Significance of omparative Methods 3.9Critical Methods 3.10Significance of Critical Methods 3.11Oral Tradition 3.12Significance of Oral Tradition 3.13Qualitative Methods 3.14Significance of Qualitative Methods 3.15Quantitative Methods 3.16Significance of Quantitative Methods	

02HI701.4Students will get an understanding of various sources

Approximate Hours

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Item	Appx Hours
Cl	11
LI	0
SW	1
SL	1
Total	13

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature Modern Indian Historiography **SO4.2** Preparation of table on various Approaches of History **SO4.3** Understanding about Theological and Orientals approach of History **SO4.4** Understanding about the Imperialist and Nationalist approach of History **SO4.5** Preparation of table on salient features of Marxist and subaltern approach of History	.	Unit-4 : Resources 4.1 Importance of Primary source 4.2 Types of Primary source 4.3. Importance of secondary source 4.4 Salient features of secondary source 4.5. Application of Computer in Historical research 4.6 Examine of Application of Computer in Historical research 4.7 Data Collection through Internet 4.8 Process of ata Collection through Internet 4.9 Significance of Limitations of E resources 4.10 Various Ethical Issues 4.11 Plagrism	

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02HI701.5Students will get in depth knowledge about the data collection and writing .

Item	Appx Hours
Cl	11
LI	0
SW	1
SL	1
Total	13

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the various theories of History **SO5.2** Preparation of report on cyclical theory **SO5.3** Understanding about Themes of Indian History **SO5.4** Understanding about the various debates in Indian History .		Unit 5: Theories of History and Themes in Indian History 5.1.-Archival Study 5.2 Library Work 5.3- Writing of Dissertation 5.4- Research Paper 5.5- Format of thesis 5.6-Contents 5 7-Preface 5.8 Introduction 5.9 Use of references 5.10Types of Use of references	

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		5.11 Preparation of Bibliography	

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: 1-Students will have a in depth knowledge about the meaning and importance of Research	07	1	1	09
.2: The students will get knowledge about the meaning and importance of review of Literature and Hypothesis	15	1	1	17
3: Students will be able to describe the conditions for the	16	1	1	18

Interdisciplinary research in Social Sciences				
4 Students will get an understanding of various sources	11	1	1	13
5- Students will get in depth knowledge about the data collection and writing .	11	1	1	13
Total Hours	60	05	5	85

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	U	A	Marks
CO-1	Meaning , Importance,Aim	01	02	02	05

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CO-2	Preparation of research Synopsis	01	02	02	05
CO-3	Interdisciplinary research in Social Sciences	1	02	10	13
CO-4	Sources	-	02	11	13
CO-5	Collection and Selection of Data	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. No.	Title	Author	Publisher	Edition & Year
1	Historiography :A History of Historical Writing	Sharma Tejram	New Delhi	Edition 2005
2	Methods of Historical Research	Kuppuram and Kumudmany	New Delhi	Edition 2002

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3	On History and Historiography	Manikkam	Madurai	Edition 2003
	Mr. Gaurav Singh , Assistant Professor 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	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 aquire 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 teamwork	Communication	Project management and finance	Life-long learning	Understand the socho, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	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	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& 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:** 1-Students will have a in depth knowledge about the meaning and importance of Research .	SO1:1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1. Meaning , Importance and Aims 1.1,1.2,1.3,1.4,1.5,1.6,1.7	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 will get knowledge about the meaning and importance of review of Literature and Hypothesis	SO2:1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Preparation of Research synopsis 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:** Students will be able to describe the conditions for the Interdisciplinary research in Social Sciences	SO3:1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Interdisciplinary research in Social Sciences 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,	**CO- 4:** Students will get an understanding of various sources.	SO4:1 SO4.2 SO4.3		Unit-4: Resources 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8 ,4.9,4.10,4.11,	
11,12		SO4.4			

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PSO: 1,2,3		SO4.5		
PO: 1,2,3,4 ,5,6,7, 8,9,10, 11,12 PSO: 1,2,3	**CO- 5:**Students will get in depth knowledge about the data collection and writing .	SO5:1 SO5.2 SO5.3 SO54 SO5.5		Unit5: Theories of History and Themes in Indian History 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-VII

Course Code: 05HI702

Course Title :   Women In Modern India

Pre- requisite: To study this course ,a student must had this subject in Degree.,

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

After studying this Paper ,Students will be able to understand the concept of gender and womanhood in Indian society.Students will able to know about the personalities, events, movements etc associated with the upliftment and emancipation of woman.Students will also be able to know about women's contribution towards our society through critical and analytical readings of the Indian society.

Course Outcomes:

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After studying this paper:

05HI702.1-Students will be able to understand the concept of gender and womanhood in Indian society.

05HI702.2-Students will able to understand its social, cultural, political and economic dimensions.

05HI702.3- Students will able to know about the personalities, events, movements etc associated with the upliftment and emancipation of woman.

05HI702.4-Students will be able to develop empathy, sensitivity and appreciation for women's.

05HI702.5-Students will be able to know about women's contribution towards our society through critical and analytical readings of the Indian society.

Scheme of Studies:

Board of Study	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	05HI702	Women In Modern India	4	0	0	0	4	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

			Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End Semester	Total Marks

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Board of Study	Couse Code	Course Title	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)	Assessment (ESA)	(PRA + ESA)
	05HI702	Women In Modern India	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.

05HI702.1 Students will be able to understand the concept of gender and womanhood in Indian society.

Approximate Hours

Item	Appx Hrs.
Cl	16
LI	0
SW	1
SL	1

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Total	18	

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand about the status of women in 18th century **SO1.2** Understand about the efforts to educate women in Modern India **SO1.3** Understand the concept behind emergence of Women organization **SO1.4** Evaluate the Various women Association in India **SO1.5** Write meaningfull essay on All india Women conference		Unit 1-Women in 18th & 19th Century 1.1- Status of Women in 18th 1.2 Status of Women in early 19th century 1.3 Efforts to educate Women in the 19th 1.4 Efforts to educate Women in the early 20th century. 1.5 The emergence of women Organization 1.6 Significance of Various women organization 1.7 Role of Various women organization 1.8 Women's Indian Association 1.9 Role of Women's Indian Association 1.10 Significance of Women's Indian Association 1.11 National Council of Women In India 1.12 Significance of National Council of Women In India 1.13 Role of National Council of Women In India 1.14 All India Women's conference 1.15 Role of All India Women's conference 1.16 Significance of All India Women's conference	

05HI702.2-Students will able to understand its social, cultural, political and economic dimensions.
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Approximate Hours

Item	Appx Hours

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Cl	09
LI	0
SW	1
SL	1
Total	11

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about Role of Women in National movement **SO2.2** Understanding about the movement for women Franchise **SO2.3** Preparation of presentation on women in national movement during Gandhian Era. **SO2.4** Understand about status of Women in Post Independence era	.	UNIT 2-Role of Women in National Movement 2.1-Movements for Women's frenchise 2.2 Role of Women's frenchise 2.3 Signifiance of Women's frenchise 2.4 Women in Nationalist movement 2.5 Women in Nationalist movement after emergence of Gandhi 2.6 Examine Women and Gandhi 2.7 Role of Various women 2.8 Womens status in Post Independent India 2.9 Role of Womens status in Post Independent India	

05HI702.3Students will able to know about the personalities, events, movements etc associated with the upliftment and emancipation of woman.

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Approximate Hours

Item	Appx Hours
Cl	12
LI	0

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SW	1	
SL	1	
Total	14	

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning about women in Indian Politics **SO3.2** Understanding about the concept of Dowry **SO3.3** Understanding about the impact of Dowry in Women Life **SO3.4** Understanding about the nature of agitation against	.	Unit-3 **:** Women in Indian Politics 3.1-Women in Indian Politics after Independence 3.2Role of Women in Indian Politics after Independence 3.3 Significance of Women in Indian Politics after Independence 3.4Examine role of Women in Indian Politics after Independence 3.5Dowry as an evil 3.6Nature of Dowry 3.7Social impact of Dowry 3.8Various Effects of Dowry 3.9Agitation against Sati 1987-1988 3.10 Nature of Sati 3.11Examine agitation against Sati 1987-1988 3.12Major events of agitation against Sati 1987-1988	

05HI702.4Students will be able to develop empathy, sensitivity and appreciation for women's.
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Approximate Hours

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

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature of Various womens reform movement . **SO4.2** Preparation of table on role of Various reformers **SO4.3** Understanding about nature of Movement by Rajaram Mohanrai **SO4.4** Understanding about the role of Ishwar Chandra	.	Unit-4 : Contributions of Reformers for Women upliftment 4.1 Raja Ram Mohan Roy 4.2 Role of Raja Ram Mohan Roy 4.3 Various movements of Raja Ram Mohan Roy 4.4 Examine Role of Raja Ram Mohan Roy 4.5. Ishwarchandra Vidyasagar 4.6 Role of Ishwarchandra Vidyasagar 4.7 Examine Role of Ishwarchandra Vidyasagar	

Vidyasagar **SO4.5** Preparation of table on salient of reform movement of Pandita Ramabai		4.8Variosus Movements of Ishwarchandra Vidyasagar 4.9Pandita Ramabai 4.10Role of Pandita Ramabai 4.11Movements of Pandita Ramabai 4.12Examine Role of Pandita Ramabai 4.13Sister Nivedita 4.14Role of Sister Nivedita 4.15Examine role of Sister Nivedita 4.16Movements of Sister Nivedita	

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05HI702.5tudents will be able to know about women's contribution towards our society through constitutional provisions critical and analytical readings of the Indian society..

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Item	Appx Hours
Cl	10
LI	0
SW	1
SL	1
Total	12

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Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the various constitutional provisions regarding womens **SO5.2** Preparation of report on Dowry Act **SO5.3** Understanding about Themes of National Commission for women **SO5.4** Understanding about the various statuary provisions for women safety.		Unit 5: Constitutional Provision for Women Empowerment and Security 5.1.Dowry Act 5.2Significance of Dowry Act 5.3Examine Dowry Act 5.4Various Provisions of Dowry Act 5.5Effects of Dowry Act 5.6 National Commission for Women 5.7 State Women Commission 5.8Statuary Provisions for women safety and empowerment 5.9Nature of Statuary Provisions for women safety and empowerment 5.10Salient features of Statuary Provisions for women safety and empowerment	

Brief of Hours suggested for the Course Outcome

Course Outcomes	Class	Sessional	Self	Total hour
	Lecture (Cl)	Work (SW)	Learning (Sl)	(Cl+SW+Sl)

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1-Students will be able to understand the concept of gender and womanhood in Indian society.	16	1	1	18
2-Students will able to understand its social, cultural, political and economic dimensions.	09	1	1	11
3: Students will able to know about the personalities, events, movements etc associated with the upliftment and emancipation of woman	12	1	1	14
4:Students will be able to develop empathy, sensitivity and appreciation for women's.	16	1	1	18
5- Students will be able to know about women's contribution towards our society through constitutional provisions critical and analytical readings of the Indian society.	10	1	1	12
Total Hours	63	05	5	73

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	Women in 18th & 19th Century	01	02	02	05
CO-2	Role of Women in National Movement	01	02	02	05
CO-3	Women in Indian Politics	1	02	10	13
CO-4	Contributions of Reformers for Women Upliftment	-	02	11	13
CO-5	Constitutional Provision for Women Empowerment and Security	1	3	10	14
	Total	04	1	35	50
			1		

Legend: **R: Remember,** **U: Understand,** **A: Apply**
The end of semester assessment for Financial Accounting will be held with written examination of

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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	Women in Political Thought	Geraldine Forbes	New Delhi	Edition 2005
2	Women In Modern India	Ramaswamy Sushila	Madurai	Edition 2002
3	Women and Social reform in Modern India	Sarkar Tanika	New Delhi	Edition 2003
	Mr. Gaurav Singh , Assistant Professor 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

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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 aquire 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.	Program 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 political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature, science and technology.
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

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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& 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-1Students will be able to understand the concept of gender and womanhood in Indian society.	SO1:1 SO1.2 SO1.3 SO 1.4 SO1.5		Unit-1.0 Women in 18th & 19th Century 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	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-Students will able to understand its social, cultural, political and economic dimensions	SO2:1 SO2.2 SO2.3 SO 2.4		Unit-2 Role of Women in National Movement 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, 11,12 PSO: 1,2,3	CO-3Students will able to know about the personalities, events, movements etc associated with the upliftment and emancipation of woman.	SO3:1 SO3.2 SO3.3 SO 3.4		Unit-3: Women in Indian Politics 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:**Students will be able to develop empathy, sensitivity and appreciation for women's. | SO4:1 SO4.2 SO4.3 SO 4.4 SO4.5 | | Unit-4: Contributions of Reformers for Women upliftment 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- 5:**Students will be able to know about women's contribution towards our society through constitutional provisions critical and analytical readings of the Indian society. | SO5:1 SO5.2 SO5.3 SO 5.4 | | Unit5: Constitutional Provision for Women Empowerment and Security 5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10 |

Course Code:	06HI751
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 analyze 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.

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Scheme of Studies:

Code	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
PJT	06HI751	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

Code	Code Couse	Title Course	Scheme of Assessment (Marks)						Se Assessment End (ESA)	Marks Total (PRA)
			Progressive Assessment (PRA)							
			Cl ass/ Home Assignment Marks each (CA)	10 Test (CT)	one Semi) na SA	Activity on Cl an C onT CAT	Att end ance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
PJT	06HI751	Field Project	-	-	-	-	-	-	-	100

teacher to ensure outcome of Learning.

Scheme of Assessment:

Theory:
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,

analyze 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.

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.

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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Faculty of Social Science and Humanities
Department of Arts Curriculum of BA HISTORY(Revised
as on 1.8.2023)

Semester-VIII

Course Code: 01HI801

Course Title :   Madhya Pradesh through the Ages

Pre- requisite: To study this course ,a student must had this subject in Degree.

Rationale: **'It's all about glorious past of Madhya Pradesh.**

Students will have a clear cut picture of the History, culture ,art and architecture of Madhya Pradesh.Students will be able to Answer critical questions related to Madhya Pradesh in Political , social and religious scenario.

Course Outcomes:
After studying this paper:
01HI801.1 Students will have a clear cut picture of the History, culture ,art and architecture of Madhya Pradesh.
01HI801.2- Students will be able to give a critical account of the various aspects related Madhya Pradesh.
01HI801.3- Students will be able to Answer critical questions related to Madhya Pradesh in Political , social and religious scenario.
01HI801.4-Students will be able to give an impressive enumeration on the development of Madhya Pradesh.
01HI801.5- Students will be able to throw light on the events of Madhya Pradesh .

Scheme of Studies:

Board				Scheme of studies (Hours/Week)	Total

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of Study	Cour se Cod e	Course Title	CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	Credits (C)
Progr am Core	01HI80 1	Madhya Pradesh through the Ages	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

Board of Study	Couse Code	Course Title	Scheme of Assessment (Marks)						End Semester Assessme nt	Total Mark s
			Progressive Assessment (PRA)							
			Class/Home Assignment 5 number 3 marks each (CA)	Class Test 2 (2 best out of 3) 10 marks each (CT)	Semin ar one (SA)	Class Activi ty any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+C AT+AT)	(ESA)	(PRA + ESA)

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	01H I801	Madhya Pradesh through the Ages	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.

1- Students will have a clear cut picture of the History, culture ,art and architecture of Madhya Pradesh.

Approximate Hours

Item	Appx Hrs.
Cl	18
LI	0
SW	1
SL	1
Total	20

	Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO1.1 Understand the Source and Geographical Introduction of Madhya Pradesh. **SO1.2** Understand the Collection of Painted Rock and Introduction of Stone Age in Madhya Pradesh **SO1.3** Understand about the Shelters of Madhya Pradesh **SO1.4** Evaluate the The Mauryan period **SO1.5** Write meaningfull essay on various World Heritage site situated in Madhya Pradesh		Unit 1-Madhya Pradesh :Stone Age to Mauryan Age 1.1 Sources 1.2 Geographical Introduction 1.3 Introduction of Stone Age in Madhya Pradesh 1.4 Painted Rock 1.5 Shelters of Madhya Pradesh 1.6 World Heritage site 1.7 Bhimbaithka 1.8 The Mauryan period 1.9 Sanchi 1.10 Shunga -Satvahana 1.11 Indo- Greeks 1.12 Shaka -Kushanas 1.13 Vikramaditya of Ujjaini 1.14 Politics of Madhya Pradesh in Ancient Period 1.15 Society of Madhya Pradesh during Ancient Period 1.16 Military during Ancient Madhya Pradesh 1.17 Religious condition of Madhya Pradesh during Ancient Period 1.18 Economic condition of Madhya Pradesh during Ancient Period

2-Students will be able to give a critical account of the various aspects related Madhya Pradesh

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Item	Appx Hours
Cl	26
LI	0

SW	1

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SL	1
Total	28

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Concept about History of The Gupta period with special reference of Samudragupta and Chandragupta Vikramaditya.	.	UNIT 2- The Guptas and The Rajputas I. Madhya Pradesh	
		2.1-The Gupta period	
SO2.2 Understanding about the The Gurjar Pratihara and The Parmaras		2.2 Samudragupta	
		2.3 Politics of Samudragupta	
s**O2.3** Preparation of presentation on The Parmaras and The Kalchuris		2.4 Society during reign of Samudragupta	
		2.5 Economy during Samudragupta	
SO2.4 Examiner the role of Chandelas		2.6 Chandragupta Vikramaditya	
		2.7 Politics of Chandragupta Vikramaditya	
SO2.5 Understanding the World Heritage site Khajuraho		2.8 Society during reign of Chandragupta Vikramaditya	
		2.9 Economy during Chandragupta Vikramaditya	
		2.10 The Gurjar Pratihara	
		2.11 Politics of Gurjar Pratihara	
		2.12 Society during reign of Gurjar Pratihara	
		2.13 Economy during Gurjar Pratihara	
		2.14 The Parmaras	
		2.15 Politics of Parmaras	
		2.16 Society during reign of Parmaras	
		2.17 Economy during Parmaras	
		2.18 The Kalchuris	
		2.19 Politics of Kalchuris	

	2.20 Society during reign of Kalchuris	
	2.21 Economy during Kalchuris	
	2.22 Chandelas	
	2.23 Politics of Chandelas	
	2.24 Society during reign of Chandelas	
	2.25 Economy during Chandelas	
	2.26 World Heritage site Khajuraho	

3: Students will be able to Answer critical questions related to Madhya Pradesh in Political , social and religious scenario .

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Approximate Hours

Item	Appx Hours
Cl	19
LI	0
SW	1
SL	1
Total	21

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Meaning and concept of Bundela Dynasty and Mughal lBundela Struggle **SO3.2** Understanding about the Dynasty of Nimad and Tomar dynasty of Gwalior	.	Unit-3 **:** Medieval Madhya Pradesh 3.1 Bundela Dynasty 3.2 Politics of bundela Dynasty 3.3 Society during reign of undela Dynasty 3.4 Economy during Bundela Dynasty	

SO3.3 Evaulate the Role of Rani Durgavati **SO3.4** Understanding about the Gold State of Gadha **SO3.54** Understanding about the Western , Arabic and Persian Historiography .		3.5 Mughal and Bundela Struggle 3.6 Nature of Mughal and Bundela Struggle 3.7 Major events of Mughal and Bundela Struggle 3.8 Salient features of Mughal and Bundela Struggle 3.9 Result of Mughal and Bundela Struggle 3.10 Effects of Mughal and Bundela Struggle 3.11 Dynasty of Nimad 3.12 Tomar dynasty of Gwalior 3.13 Gold State of Gadha 3.14 Role of Rani Durgavati 3.15 Maratha Power 3.16 Role of Devi Ahilya Bai Holka 3.17 Role of Daulat Rao Scindia 3.18 Evaluation of Devi Ahilya Bai Holka 3.19 Evaluation of Daulat Rao Scindia	

4: Students will be able to give an impressive enumeration on the development of Madhya Pradesh

Approximate Hours

Item	Appx Hours
Cl	17
LI	0
SW	1

SL	1

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Total	19

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO4.1 Understanding about the nature and events of 1857 revolution.	.	Unit-4 : Madhya Pradesh from 1836 to 1940	
SO4.2 Preparation of table on various events and Results of 1857 Revolution		4.1 Bundela Rebellion	
		4.2 1857 Revolution	
		4.3.Nature ,Causes	
		4.4 Events and Results of 1857 Revolution	
SO4.3 Understanding about Non Cooperation Movement and Jhanda Satyagrah.		4.5 Non Cooperation Movement	
		4.6. Ratona Movement	
SO4.4 Understanding about the Role of Prajamandals		4.7. Jhanda Satyagrah	
		4.8-.Civil Disobedience Movement	
		4.9 Charan Paduka Masscre	
		4.10 Jungle Satyagrah	
SO4.5 Preparation of table on role of Raghunathshah ,Tatya Tope ,Avantibai Lodhi in Freedom movement		4.11Natude and effects of Jungle Satyagrah	
		4.12Role of Prajamandals	
		4.13 Role of Tantya Bhil	
		4.14Role of Bhim Nayak	
		4.15Role of Shankar Shah	
		4.16Role of Raghunathshah ,	
		4.17Role of Tatya Tope	
		4.18Role of Avantibai Lodhi in Freedom movement	

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5: Students will be able to throw light on the events of Madhya Pradesh.

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Approximate

Hours

Item	Appx Hours
Cl	8
LI	0
SW	1
SL	1
Total	10

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(S L)

SO5.1 Understand about the various movement in Madhya Pradesh during 1940 to 1961 **SO5.2** Preparation of report on Quit India movement and Vyaktigat Satyagrah. **SO5.3** Understanding about Themes of Formation of Madhya Pradesh. **SO5.4** Understanding about the role of Madhya Pradesh in Goa Liberation Movement. **SO5.5** Understanding about role of Makhanalal Chaturvedi ,Rajabai and Pt. Bhagwan Das Saraswat. .		Unit 5: Madhya Pradesh from 1940 to 1961 5.1 Vyakatigat Satyagrah 5.2 Quit India Movement 5.3 Formation of Madhya Pradesh 5.4 Role of Dr. Hari singh Gour and Pt. Ravishankar Shukla 5.5 Role of Makhanlal Chaturvedi 5.6 Role of Madhya Pradesh in Goa Liberation Movement 5 7Rajabhau Mahakal 5.8 Role of Sahodar Bai Rai 5.9 Pandit Bhagwan das Saraswat	

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 have a clear cut picture of the History, culture ,art and architecture of Madhya Pradesh.	18	1	1	20
2-Students will be able to give a critical account of the various aspects related Madhya Pradesh	26	1	1	28
3: Students will be able to Answer critical questions	19	1	1	21

related to Madhya Pradesh in Political , social and religious scenario. .				
4:Students will be able to give an impressive enumeration on the development of Madhya Pradesh.	18	1	1	20
5- Students will be able to throw light on the events of Madhya Pradesh.. .	9	1	1	11
Total Hours	90	05	5	100

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	Madhya Pradesh :Stone Age to Mauryan Age	01	02	02	05
CO-2	The Guptas and the Rajputas in Madhya Pradesh	01	02	02	05
CO-3	Medieval Madhya Pradesh	1	02	10	13

CO-4	Madhya Pradesh from 1836 to 1940	-	02	11	13
CO-5	Madhya Pradesh from 1940 to 1961	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. No.	Title	Author	Publisher	Edition & Year
1	Bundelakhnd Ka Swatantrata Sangharsh	Dr B.K.SHRIVASTAVA	BHOOAL	Edition 2008
2	Malwa Through the Ages	K.C. JAIN	BHOPAL	Edition 2009

(Revised as on 01 August 2023)

3	Malwa Under the Sultanate of Delhi	Dr. J.C.UPADHYA	NEW DELHI	Edition 2005
	Mr. Gaurav Singh , Assistant Professor 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

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A K S University

Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

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 aquire 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 there sponsible citizen.	Environment and sustainability	Ethics	Individual and teamwork	Communication	Project management and finance	Life-long learning	Understand the socho-, economic, religious and political condition of India through the age at the local, regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives, museums.	Discuss the development in art and architecture language nd literature ,science and technology.
CO1	3	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO2	2	3	2	2	1	2	1	1	1	1	1	3	2	3	3
CO3	3	1	2	2	1	2	1	1	1	1	1	2	3	3	3
CO4	2	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	2	2	2	1	2	1	1	1	1	1	1	3	3	3

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-1Students will have a clear cut picture of the History, culture ,art and architecture of Madhya Pradesh	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Madhya Pradesh from Stone Age to Maurya Age 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 give a critical account of the various aspects related Madhya Pradesh	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 The Guptas and The Rajputas I. Madhya Pradesh 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, 2.16,2.17,2.18,2.19,2.20,2.21,2.22,2.23,2.24,2.25,2.26	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3,4l	CO-3Students will be able to Answer critical questions related to Madhya Pradesh in Political , social and religious scenario	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Medieval Madhya Pradesh 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	
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12	**CO- 4:**Students will be able to give an impressive enumeration on the development of	SO4.1 SO4.2 SO4.3 SO4.4		Unit-4: Madhya Pradesh from 1836 -1940 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,	
PSO:	Madhya Pradesh	SO4.5		4.17,4.18	

1,2,3,					
PO: 1,2,3,4, 5,6,7,8, 9,10,11 ,12 PSO: 1,2,3,	**CO- 5:**Students will be able to throw light on the events of Madhya Pradesh	SO5.1 SO5.2 SO5.3 SO5.4 SO5.5		Unit -5Madhya Pradesh from 1940 to 1961 5.1,5.2,5.3,5.4,5.55.6,5.7,5.8, 5.9	

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Department Arts
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AKS University
Faculty of Social Science and Humanities
Department of Arts
Curriculum of BA HISTORY
(Revised as on 1.8.2023)

Semester-VIII

Course Code:	02HI801
Course Title :	Religion and Philosophy
Pre- requisite:	To study this course ,a student must had this subject in Degree.,

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

After studying this Paper ,Students will get the knowledge of the Philosophy of Ancient India and also be able to know the diverse Philosophical system of Ancient India.

Course Outcomes:
After studying this paper:
02HI801.1- Students will get the knowledge of the Philosophy of Ancient India.
02HI801.2- Students will get knowledge of Indus civilization and religion .
02HI801.3.- Students will be able to study Buddhism and Jainism.
02HI801.4- Students get knowledge of Shaivism and Shakta dharma and Vaishnism.
02HI801.5- Students will be able to know the diverse Philosophical system of Ancient India.

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Scheme of Studies:

Board of Study	Course Code	Course Title				Scheme of studies (Hours/Week)		Total Credits (C)
			Cl	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
Program Core	02HI801	Religion and Philosophy	4	0	0	0	4	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.

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Scheme of Assessment:

Theory

Board of Study	Couse Code	Course Title	Scheme of Assessment（Marks）							

			Progressive Assessment（PRA）						End Semester Assessment	Total Marks
			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)	(ESA)	(PRA + ESA)
	02HI801	Religion and Philosophy	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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1- Students will get the knowledge of the Philosophy of Ancient India.

Approximate Hours

Item	Appx Hrs.
Cl	15
LI	0
SW	1
SL	1

Total	17

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO1.1 Understand the meaning of Religion **SO1.2** Understand the Definition of Religion **SO1.3** Understand the scope of Religion **SO1.4** Evaluate the Significance of Religion and Philosophy **SO1.5** Write meaningfull essay on scope and significance of Philosophy		Unit 1 Religion and Philosophy 1.1 Meaning of Religion 1.2 Meaning of Philosophy 1.3 Examine scope of Religion 1.4 Examine Scope of Philosophy 1.5 Significance of Religion 1.6 Significance of Philosophy 1.7 Various schools of Philosophy 1.8 Various forms of Religion 1.9 Nature of Various schools of Philosophy 1.10 Religion during Harappan civilization 1.11 Salient features of Religion 1.12 Salient features of Philosophy	

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2- Students will get knowledge of Indus civilization and religion

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	Approximate Hours	
Item	Appx Hours	
Cl	15	
LI	0	
SW	1	
SL	1	

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO2.1 Understand about thec nature of Religion **SO2.2** Understanding about the features of Religion **SO2.3** Preparation of presentation on Polytheism **SO2.4** Evaluate the Nature of Polytheism and its main Deities **SO2.5** Understanding the Monotheism	.	Unit 2 Vedic Period 2.1 Religion During Rigvedic Period 2.2 Nature of Religion During Rigvedic Period 2.3 Examine Religious activities during Rigvedic Period 2.4 Significance of Religion during Rigvedic Period 2.5 Scope of Religion During Rigvedic Period 2.6 Salient features of Religion during Rig vedic Period 2.7 Religion During Post vedic Period 2.8 Nature of Religion During Post vedic Period 2.9 Examine Religious activities during Post vedic Period 2.10 Significance of Religion during Post vedic Period 2.11 Scope of Religion During Post vedic Period 2.12 Salient features of Religion during Post vedic Period	Post vedic

3 Post vedic**:** Students will be able to study Buddhism and Jainism .

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Approximate Hours

Item	Appx Hours
Cl	15
LI	0
SW	1
SL	1

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO3.1 Understand Meaning of Buddhism **SO3.2** Understanding about the Jainism **SO3.3** Understanding the Charvaka Philosophy **SO3.4** Write a meaningful essay on Correlation between various Indian Philosophy	.	Unit-3 **:** Various Philosophy 3.1-Philosophy of Buddhism 3.2Nature of -Philosophy of Buddhism 3.3Examine Significance of -Philosophy of Buddhism 3.4Salient features of -Philosophy of Buddhism 3.5 Philosophy of Jainism 3.6 Nature of Philosophy of Jainism 3.7Examine significance of Philosophy of Jainism 3.8Salient features of Philosophy of Jainism 3.9 Philosophy of Charvaka 3.10Nature of Philosophy of Charvaka 3.11Examine significance of Philosophy of Charvaka 3.12Salient features of Philosophy of Charvaka	

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4: Students get knowledge of Shaivism and Shakta dharma and Vaishnism

Approximate Hours

Item	Appx Hours
Cl	15
LI	0
SW	1

SL	1
Total	17

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)

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SO4.1 Understanding about the nature of Shaivism **SO4.2** Preparation of table on features of Shakta dharma **SO4.3** Understanding about the Bhagwat Dhrama **SO4.4** Understanding about the Vaishnavism	.	Unit-4 : Shaivism ,Shakta and Vaishnavism 4.1 Nature of Shaivism 4.2 Various Branches of Shaivism 4.3 Salient Features of Shaivism 4.4 Major Saints of Shaivism 4.5 Nature of Shakta Dharma 4.6 Various Branches of Shakta Dharma 4.7 Salient Features of Shakta Dharma 4.8 Major Saints of Shakta Dharma 4.9 Nature of Bhagwata 4.10 Various Branches of Bhagwata 4.11 Salient Features of Bhagwata 4.12 Major Saints of Bhagwata 4.13 Nature of Vaishnavism 4.14 Various Branches of Vaishnavism 4.15 Salient Features of Vaishnavism 4.16 Major Saints of Vaishnavism	

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5: Students will be able to know the diverse Philosophical system of Ancient India.

Item	Appx Hours
Cl	15
LI	0
SW	1

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SL	1
Total	17

Session Outcomes (SOs)	(LI)	Class room Instruction (CI)	(SL)
SO5.1 Understand about the various Schools of Indian Philosophy **SO5.2** Preparation of report on features of Sankhaya and Nyaya Philosophical school **SO5.3** Understanding about Themes of Vaisheshika **SO5.4** Understanding about the salient features of Shankaracharya and Ramanujacharya		Unit 5: Schools of Indian Philosophy 5.1 Nature of Sankhya Philosophy 5.2 Salient features of Sankhya Philosophy 5.3 Nature of Yoga 5.4 Salient features of Yoga 5.4- Nature of Nyaya 5.6 Salient Features of Nyaya 5.7- Nature of Vaisheshika 5.8 Salient features of Vaisheshika 5.9- Nature of Poorva Meemansa 5.10 Salient Features of Meemansa 5.11 Nature of Uttar Meemansa 5.12 Salient features of Uttar Meemansa 5 13-Shankaracharya and Ramanujacharya	

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)
1-Students will get the knowledge of the Philosophy of Ancient India..	12	1	1	14
2-Students will get knowledge of Indus civilization and religion	12	1	1	14
3: Students will be able to study Buddhism and Jainism. .	12	1	1	14
4:Students get knowledge of Shaivism and Shakta dharma and Vaishnism.	16	1	1	18
5- Students will be able to know the diverse Philosophical system of Ancient India	13	1	1	15
Total Hours	65	05	5	75

Suggestion for End Semester Assessment

Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total
		R	**U**	**A**	**Marks**
CO-1	Religion and Philosophy	01	02	02	05
CO-2	Vedic Period	01	02	02	05
CO-3	Various Philosophy	1	02	10	13
CO-4	Shaivism ,Shakta and Vaishnavism	-	02	11	13

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CO-5	Schools of Indian Philosophy	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. No.	Title	Author	Publisher	Edition & Year
1	Social History of Ancient India	Mishra Jaishankar	Patna	Edition 2005
2	The Wonder That was India	Basham A.L.	New Delhi	Edition 2002
3	The Religions of India	Barth A	Varanasi	Edition 2003
	Mr. Gaurav Singh , Assistant Professor			

	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

A K S University

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Department Arts
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(Revised as on 01 August 2023)
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	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 aquire 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.	Programe provides the base to be there sponsible citizen.	Environment and sustainability	Ethics	Individual and teamwork	Communication	Project management and finance	Life-long learning	Understand the socho , economic, religious and political condition of India through the age at the local , regional and national level.	Develop the skills needs to succeed in competitive examinations to enhance job opportunities in various history related fields e.g. archives , museums.	Discuss the development in art and architecture language nd literature ,science and technology.
CO1	3	3	3	2	1	2	1	1	1	1	1	3	2	3	3
CO2	3	1	2	2	1	1	1	1	1	3	1	3	2	3	1

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CO3	2	3	2	2	3	2	1	1	1	1	1	3	2	3	3
CO4	3	3	2	2	1	2	1	1	1	1	1	3	3	3	3
CO5	3	2	2	2	1	1	1	1	3	1	1	3	2	3	2

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-1Students will get the knowledge of the Philosophy of Ancient India.	SO1:1 SO1.2 SO1.3 SO 1.4 SO1.5		Unit-1.0 Religion and Philosophy 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:** Students will get knowledge of Indus civilization and religion	SO2:1 SO2.2 SO2.3 SO 2.4 SO2.5		Unit-2 Vedic 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	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	CO-3Students will be able to study Buddhism and Jainism	SO3:1 SO3.2 SO3.3 SO 3.4		Unit -3 Various Philosophy 3.1,3.2,3.3,3.4,3.5,3.7,3.8,3.9,3.10,3.11,3.12	

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Department Arts
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PO: 1,2,3,4,5,6,7,8,9,10,11,12	**CO- 4:**Students get knowledge of Shaivism and Shakta dharma and Vaishnism	SO4:1 SO4.2 SO4.3 SO 4.4		Unit-4: Shaivism ,Shakta and Vaishnavism 4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.8,4.9,4.10,4.11,4.12,4.13,4.14,4.15,4.	
PSO: 1,2,3				16	
PO: 1,2,3,4,5,6,7,8,9,10,11,12 PSO: 1,2,3	**CO- 5:**Students will be able to know the diverse Philosophical system of Ancient India	SO5:1 SO5.2 SO5.3 SO 5.4		Unit5: Schools of Indian Philosophy 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	

Course Code:	06HI851
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 analyze 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:

| | Course Code | Course Title | Scheme of studies (Hours/Week) | | | | | Total Credits (C) |
| | | | Cl | LI | SW | SL | Total Study Hours (CI+LI+SW+SL) | |

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Department Arts
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06HI851	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.
Scheme of Assessment:
Theory:

Code	Code Couse	Title Course	Scheme of Assessment (Marks)							Semester End (ESA)	Marks Total (PRA (
			Progressive Assessment (PRA)								
			Class/Home Assignment (CA each member) marks	CT (2 Test 10 of each Class out best (2 marks)	one Seminar (SA)	an Activity on Class (CA)	Atten danc e Class (AT)	Total Marks (CA+CT+SA+CAT+AT)			
PJT	06HI851	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, analyze 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.
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.
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.

	06HI851
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.

A K S University

Semester-VIII

Course Outcomes:

06HI851.1:Apply academic knowledge to real-world business tasks and challenges.

06HI851.2**:** Demonstrate the ability to analyze 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 Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
PJT	06HI851	FiProject	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

A K S University

Faculty of Social Science and Humanities
Department Arts
Curriculum of BA /BA HONURS HISTORY

(Revised as on 01 August 2023)

Code	Code Couse	Title Course	Scheme of Assessment (Marks)								
			Progressive Assessment (PRA)						Se Asses stesm r ent End SA	Ma rks Total	ESA PRA
			CI class/H om e ass marks Assignment each (CA)	10 C Test assbes CT)	on e Se SA mi) na	Activi ty onT Cl CAT	Att en d ass nce (	Total Marks (CA+CT+SA+CAT+AT)			
PJT	06HI851	Field Project	-	-	-	-	-	-	-	100	

teacher to ensure outcome of Learning.

Scheme of Assessment:

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)

A K S University

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 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, analyze 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.

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.

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.