

SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

**Bachelor of Arts
(English Literature)**

**w.e.f
2023-24**



**School of Arts, Humanities and Social
Sciences**


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Table: 3.5
Discipline Specific Electives (DSE)
2023-24 onwards
Track: English

Semester	Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT	
			L	T	P			Internal Assessment (IA)						ESE	GT	CE ^a		ToT
								MSE	ASG	TA	ATTD	ToT	TA					
I	AH23EN001	Medieval to Early Renaissance	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN002	From Milton to the Romantics	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN003	Victorian to Modern	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
IV	AH23EN004	Indian English Literature	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN005	Concepts of Modernity	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
V	AH23EN006	Literary Theory and Criticism-I	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN007	Contemporary Literature	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN008	Shakespearean/Elizabethan Literature	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
VI	AH23EN009	American Literature	4	-	-	4	3	30	05	05	10	50	50	100	-	-	100	
	AH23EN010	World Literature	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
	AH23EN011	Literary Theory and Criticism-II	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
VIII	AH23EN012	Post-Colonial Literature	4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	
			4	-	-	4	3	20	05	05	10	40	60	100	-	-	100	

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SEMESTER -I

Code	MEDIEVAL TO EARLY RENAISSANCE	Total Lecture: 60
AH23EN001		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Origin and Development of English Language Evolution of English Literature from 1330-1500	12
II	Intro to Beowulf, Intro to Chaucer, Intro to Philip Sydney Intro to Edmund Spenser	12
III	Evolution of English Literature from 1500-1600 Intro to Wyatt and Surrey, Intro University Wits, Intro to Shakespeare	12
IV	Introduction and Types of Genres of Literature Poetry and Drama	12
V	Introduction and Types of Genres of Literature Fiction and Prose	12
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	To recall the significant authors from different literary periods and genres.	
CO2	To understand literary tendencies in various literary periods.	
CO3	To apply various literary terms in the course of writing and study.	
CO4	To analyze various genres in appreciating literature.	
CO5	To summarize the evolution of poetry, drama and novel as genres.	
Text Books:	<ul style="list-style-type: none"> Note: Only Overview of writers and age No specific literary work in this paper 	
Reference Books:	<ul style="list-style-type: none"> Baugh, Albert C., Cable, Thomas. <i>A History of the English Language</i>. Longman. 2002. Green, D.H. "Women Readers of the Middle Ages". Cambridge University Press, England (2005). Cheney, Patrick. "Recent Studies in the English Renaissance," <i>SEL: Studies In English Literature</i> (2007) 	


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SEMESTER -II

Code	FROM MILTON TO THE ROMANTICS	Total Lecture: 60
AH23EN002		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To introduce the students to the genre of literature. To classify the development of English literature and language through ages. To depict literature as a reflection of the people and the age in which it was produced. To make the students apply various terms in their study and reflection on literature. To enable them to utilize language to express themselves unambiguously. 	
UNIT	CONTENT	HOURS
I	Introduction to Puritan, Restoration, Neoclassical, Romanticism (Social Background and Dominant literary trends)	12
II	Classical Poetry Milton(Paradise Lost First 125 lines), Pope(Rape of the Lock Canto I), John Donno(Death be not proud)	12
III	Romantic Poetry: Blake (Tiger Tiger), Wordsworth(The Solitary Reaper), Keats(To Autumn)	12
IV	Fiction Jane Austen Pride and Prejudice, Henry Fielding Tom Jones	12
V	Prose Charles Lamb Bachelor's Complaint, Addison Sir Roger at Church	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	To recognize a potential source for conveying messages for Social, Economic and cultural development which ultimately helps in overall National Development.	
CO2	To understand various elements of literature and use it in expressing themselves	
CO3	To apply range of vocabulary learnt in their writing skills.	
CO4	To analyze various periods of history.	
CO5	To develop them scope for further research in the domain of their choice.	
Text Books:	<ul style="list-style-type: none"> John Milton's Paradise Lost Penguin Classics 2010. Alexander Pope's Rape of the Lock Paperback 2005. The English Romantic Poetry by David Wayne Penguin Classics 2012 	
Reference Books:	<ul style="list-style-type: none"> Mary Wollstonecraft's, French Revolution, Mock Epic, Comedy of Manners Percy Bysshe Shelley, <i>Shelley's poetry and prose: authoritative texts, criticisms</i>, ed. by Donald H. Reiman and Sharon B. Powers (New York; London: Norton, 1977). 	


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SEMESTER -III

COURSE CODE	VICTORIAN TO MODERN	Total Lecture: 60
AH23EN003		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To raise questions about satire as a mode, as well as look at questions of genre; To study novel as providing a brilliant example of the amalgamation of previous genres which made the new genre of the novel; To examine the eighteenth century as a great period for non-fictional forms of writing, drawing attention to the ways in which the periodical essay, for instance, sought to be like philosophy To encourage an extended discussion on the role of science and industrialization over literature in the early modern period. 	
Pre-requisites:	Nil	
UNIT	CONTENT	HOURS
I	Introduction to Victorian Culture, Expansion of Science Philosophy, Discovery, Industrialization.(Social Background and Dominant literary trends)	12
II	Poetry- Tennyson: Ulysses, Robert Browning: My Last Duchess, Elizabeth B Browning: Go from Me	12
III	Fiction- Charles Dickens: Oliver Twist, Emily Bronte: Wuthering Heights	12
IV	Modernism: TS Elliot: The Love Song of J Alfred Prufrock, WB Yeats: Sailing to Byzantium, Rudyard Kipling: If	12
V	Modern Virginia Wolf: A Room of One's Own, Samuel Beckett: Waiting for Godot	12
Course Outcomes as per Bloom's Taxonomy		
After successful completion of course students will able to:		
CO1	To develop knowledge about the history from medieval to modern era.	
CO2	To acquaint with the challenges of the present situation of Literature.	
CO3	To demonstrate essential skills in conceptual and textual understanding	
CO4	To illustrate impact of science on literature	
CO5	To interpret emerging trends and concepts of Modern Age	
Reference Books:	<ul style="list-style-type: none"> Raymond Williams, 'Introduction' in the English Novels from Dickens to Lawrence (London Hogarth Press) 2012 Chandra Talapade Mohanty, Under Western Eyes: Feminist Scholarships and Colonial Discourses (New York , Arnold) 2005 	


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SEMESTER -IV


Code	INDIAN ENGLISH LITERATURE	Total Lecture: 60
AH23EN004		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres. To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Background Rise of the Indian Novel in English – Nativity in Indian Writing in English and the Problems of Expression - Decolonization - Counter Discourses – Partition Literature – Myth and Literature-Dalit Literature	12
II	Prose Jhumpa Lahiri: A Temporary Matter Kushwant Singh: Karma R K Narayan: Astrologer's Day	12
III	Poetry Jayanta Mahapatra: Hunger Nisim Ezekiel: Good Bye Party to Miss Pushpa T.S A K Ramanujan: A River. Rabindranath Tagore: Give Me Strength(From Geetanjali)	12
IV	Drama Girish Karnad, 'Fire and the Rain' Mahesh Duttani- Tara	12
V	Fiction Chitra Banerjee Divakaruni: The Palace of Illusions Amitav Ghosh- The Shadow Lines	12

COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will able to:

CO1	• To Gain a comprehensive view of the history of Indian Writing in English literature.
CO2	• To Understand different genres in Indian Writing in English Prose & Poetry.
CO3	• To Analyze and interpret the prose works of great writers of the Age.
CO4	• To Develop knowledge of different genres in Indian Writing in English Drama.
CO5	• To Develop a taste and appreciate the Fiction and Short Stories in Indian Writing in English.
Text Books:	Chaudhri Rosinka, Ed. Derozio, Poet of India. New Delhi: OUP, 2008 Datta, Amresh, Chief Editor. The Encyclopedia of Indian Literature. 6 vols. New Delhi: Sahitya Akademi, 2006
Reference Books:	Sarkar, Sumit. Modern India: 1885-1947 (2nd Edition) Basingstoke: Macmillan, 1989. Sundar Rajan, Rajeshwari, ed. The Lie of the Land. Delhi: OUP, 1993. Naik, M.K. History of Indian English Literature, New Delhi: Sahitya Akademi, 1980 Naik, M.K. and Shyamala Narayan eds. Indian English Literature 1980-2000: A Critical Survey, New Delhi: Pencraft, 2004. Mukherjee, Meenakshi. The Perishable Empire New Delhi: OUP, 2000. The Twice-Born Fiction. New Delhi: Arnold-Heinemann, 1971

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SEMESTER -V


Code	CONCEPTS OF MODERNITY	Total Lecture: 60
AH23EN005		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Features of Modernist Poetry-Modernist Poets-First World War Poetry- Thirties Poets-Poetry post 1945 (including Movement Poets and Women Poets) TS Eliot: Love Song of J. Alfred Prufrock W H Auden: The Shield of Achilles	12
II	The Psychological Novel-Stream-of-Consciousness Novel-The Angry Young Man Novel- The Working Class/ Proletarian Novel (1950s and 60s) Henry James: The Portrait of Lady D H Lawrence: Sons & Lovers	12
III	The Irish Dramatic Movement- Poetic Drama- The Theatre of the Absurd- Angry Young Man Drama John Osborne: Look Back in Anger GB Shaw: Arms and the Man	12
IV	New Age Forms In Literature Across The Globe- I Illustrated Novels, Graphic Novels- Doodle Fiction, Fan Fiction Digital Humanities, Electronic Literature, Interactive Fiction	12
V	New Age Forms In Literature Across The Globe- II Blogs- Twitter Novels, Lucid Fiction- Kinetic Poetry- Combinatorial Minimalism, Maximalism, Climate Fiction (CLI-FI) Emmi Itaranta: Memory of Water	12

COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will able to:

CO1	To recall the significant authors from different literary periods and genres.
CO2	To understand literary tendencies in various literary periods.
CO3	To apply various literary terms in the course of writing and study.
CO4	To analyze various genres in appreciating literature.
CO5	To summarize the evolution of poetry, drama and novel as genres.

Text Books:	Bristow, Joseph. The Cambridge Companion to Victorian Poetry. Cambridge University Press, 2000 Cronin, Richard, Antony F. Harrison & Alison Chapman A Companion To Victorian Poetry. John
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	Wiley and Sons Ltd., 2002 David, Deidre. The Cambridge Companion to the Victorian Novel. Cambridge: CUP, 10
Reference	Fischer-Lichte, Erika, History of European Drama and Theatre London: Routledge, 2002
Books:	Worthen, W.B., Modern Drama: Plays, Criticism, Theory. Boston: Heinle&Heinle Pub. Co., 2003 Atkins, Douglas. Tracing the Essay: Through Experience to Truth. Athens: University of Georgia Press, 2005. Walker, Hugh. The English Essay and Essayists. New Delhi: S. Chand & Company, 1977 Six One Act Plays: Ed., Nafeesa Kaleem. Anu Chitra Publications: 2000.


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Code	LITERARY THEORY AND CRITICISM- I	Total Lecture: 60
AH23EN006		LTPC 4-0-0-4
Course Objectives:	This course explores some of the crucial theoretical concerns in literary studies in the twentieth century. Beginning with Freudian psychoanalysis after the First World War, the paper introduces some of the seminal concepts of critical theory, including historical materialism, structuralism, poststructuralism, feminism, postcolonialism and cultural studies. It underlines a tectonic shift in literary studies in the twentieth century: from literature as 'a formal artifice' to a 'cultural intertext' – an interdisciplinary approach which establishes literature as a socially symbolic act.	
UNIT	CONTENT	HOURS
I	Classical Theories Introduction to Indian Classical Theories: Rasa Theory Plato: Theory of Mimesis (Non Detailed) Aristotle: Poetics (Non Detailed)	12
II	Early 20th Century T.S. Eliot: "Tradition and Individual Talent" F.R. Leavis: The Great Tradition (Non Detailed) I.A. Richards: Practical Criticism (Non Detailed)	12
III	Structuralism/Post Structuralism Claude Levi Strauss: Binary theory (Non Detailed) Derrida: Structure, Sign and Play in the Discourse of the Human Sciences	12
IV	Modernism/Post modernism Roland Barthes: The Death of the Author Edward Said: Crisis in Orientalism (Non Detailed) Jean-François Lyotard: The Postmodern Condition	12
V	New Approaches William Rueckert: "Literature and Ecology: An Experiment in Ecocriticism" Judith Butler: Gender Trouble: Feminism and Subversion of (Non Detailed)	12

COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will be able to:

CO1	To expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual production
CO2	To encourage students to grapple with literary studies, from a privileging of form to an interdisciplinary engagement with the literary text
CO3	To help students develop a critical wherewithal which would enable them to engage with a literary text from multiple pedagogical entry-points
CO4	To have students closely examine the methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established and made to impact the field of cultural production in the West.
CO5	To have students establish literature as 'a formal artifice' to a 'cultural intertext' – an interdisciplinary approach which establishes literature as a socially symbolic act.

Text Books:

Foucault, Michel. "What is an Author?" (1969)
Derrida, Jacques. "Signature, Event, Context." In Limited Inc. Northwestern University Press, 1988.
Kristeva, Julia. "The System and the Speaking Subject". In Toril Moi (ed.) The Kristeva Reader (1986).
Hassan, Ihab. "Toward a Concept of Postmodernism" from The Postmodern Turn (1987)
Lyotard, Jean-François. "Answering the question: what is the postmodern?" (1992)

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	<p>Baudrillard, Jean. "The Precession of Simulacra" In Simulacra and Simulation (1981)</p> <p>Matthew Arnold, Culture and Anarchy (1867-1866) (Selections)</p> <p>T.S. Eliot, "Tradition and Individual Talent" (1919) & "The Metaphysical Poets" (1921)</p> <p>F.R. Leavis, The Great Tradition (Selections)(1948)</p> <p>I.A. Richards, Practical Criticism (Selections)(1930)</p>
Reference Books:	<p>Abrams, M.H. Geoffrey Harpham, A Glossary of Literary Terms. Delhi: Akash Press, 2007. • Aristotle, Poetics. Trans. S.H. Butcher. New York: Courier Dover Publications, 1997. • Aristotle. Poetics. Trans. Samuel H. Butcher, Theory of Poetry and Fine Art. New York: Courier Dover Publications, 1951. • Atkins, J.W.H, English Literary Criticism: 17th and 18th Centuries. Massachusetts: Methuen, 1966.</p> <p>Bennett, Andrew and Nicholas Royle. An Introduction to Literature, Criticism and Theory. Third edition. Pearson Longman, 2004. • Blackwell, M.A.R. Habib. A History of Literary Criticism and Theory, from Plato to the Present. Blackwell: 2007.</p> <p>Daiches, David. Critical Approaches to Literature. London: Prentice-Hall, 1956.</p> <p>Daiches, David. English Literature. California: University of California Press, 1968.</p> <p>Daiches, David. The Penguin Companion of English Literature. London: McGraw-Hill, 1971.</p> <p>Dixon, W. Macneile. Tragedy. London: Edward Arnold, 1938.</p> <p>Durham, W.H. Critical Essays of the Eighteenth Century. UK: Russell & Russell, 1961.</p> <p>Else, Gerard, Aristotle's Poetics: The Argument. Cambridge: Harvard University Press, 1957.</p> <p>Habib, M. A.R. Modern Literary Theory and Criticism. Wiley-Blackwell. 2008</p> <p>Habib, M. A.R. A History of Literary Criticism and Theory: From Plato to the Present. Wiley-Blackwell. 2005</p>


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SEMESTER -VI

CODE	CONTEMPORARY LITERATURE	Total Lecture:60
AH23EN007		LTPC 4-0-0-4
Course Objectives	<p>To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after. It pushes the boundary of the so-called English canon and emphasizes the importance of the 'other' literatures written in English. The nomenclature for the course suggests that the course deals with an emergent corpus of writing in English often from erstwhile colonies. However such writing was often a response to historical circumstances, local situations and global conditions using traditional, indigenous and foreign literary conventions. In the twentieth and twenty-first centuries these works address issues of race and identity, nation and state, violence and religion, memory and trauma—the broad themes that span several of these postcolonial societies. Interestingly, the cultural imperialism exercised by the English language is challenged by the ways in which the tongue is appropriated and used for new writings.</p> <p>These works also underscore the polyvalent, hybrid and increasingly complex nature of the expanding horizons of multicultural English literatures in the context of a globalized and diasporic world.</p>	
Pre-requisite	Nil.	
UNIT	CONTENT	HOURS
I	Poetry "Blackberry Picking" -Seamus Heaney "My Father's Sadness" -Shirley Lim "A Dog has Died" -Pablo Neruda "I Know Why the Caged Bird Sings" -Maya Angelou	12
II	Fiction: Yann Martel- Life of Pi Ngugi waThiong'O--A Grain of Wheat	12
III	Drama: Ama Ata Aidoo- Anowa Sharon Pollock -Kornagata Maru Incident	12
IV	Prose Paul Theroux - "The Joys and Dangers of Exploring Africa on the Back of an Elephant" - Zadie Smith- "That Crafty Feeling"(from Changing My Mind: Occasional Essays) - Amy Tan -"Mother Tongue"	12
V	Graphic Fiction Marjane Satrapi- Persepolis: The Story of a Childhood and The Story of a Return -	12

Course Outcomes as per Bloom's Taxonomy

At the end of the course the students should be able to:


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CO1	To examine the representation of contemporary trends, thematic concerns and innovations in genres
CO2	To identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
CO3	To categorize major streams of thought, literary styles and issues that dominate the world
CO4	To analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.
CO5	To have a nuanced understanding of the various branches and areas of Contemporary Literatures employ learning and language abilities for professional growth
Text Books	Gray, Richard. A Brief History of American Literature. London: Wiley-Blackwell, 2011. Pierce, Peter. The Cambridge History of Australian Literature: Queensland: James Cook University, 2017. Young, Robert C. Post Colonialism: A Very Short Introduction. London: Oxford, 2003. Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 2004.
Reference Books	James Acheson and Romana Huk, ed. Contemporary British Poetry: Essays in Theory and Criticism. SUNY P, 1996. Nick Bentley. Contemporary British Fiction. Edinburgh UP, 2008. Steven Connor, ed. The Cambridge Companion to Postmodernism. 2004. James F. English, ed. A Concise Companion to Contemporary British Fiction. Blackwell, 2006. N. Holdsworth and M. Luckhurst, ed. A Concise Companion to Contemporary British and Irish Drama. Blackwell, 2006. V. K. Janik and Del Ivan Janik, ed. Modern British Women Writers: An A-to-Z Guide. Greenwood, 2002. A. Lee. Realism and Power: Postmodern British Fiction. Routledge, 1990. David Ian Rabey. English Drama Since 1940. Longman, 2003.

Code	SHAKESPEARIAN/ELIZABETHAN LITERATURE	Total Lecture: 60
AH23EN008		LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 	
UNIT	CONTENT	HOURS
I	Background Study The Renaissance as a multi-faceted European movement and its impact on England, The Golden Age of Drama, The Reformation, The University Wits	12
II	Poetry John Milton: On his Blindness William Shakespeare: Sonnet 18, Sonnet 116, Philip Sidney: 'Loving in truth' Edmund Spenser: 'One day I wrote her name upon the strand'	12
III	Drama William Shakespeare: Comedy- Merchant of Venice Tragedy- Othello	12
IV	Drama Christopher Marlowe: Jew of Malta Ben Jonson- Volpone	12
V	Prose Francis Bacon: Of Studies, Of Truth, Of Travel M. de Montaigne- Of Cannibals	12

COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will able to:

CO1	Identify major themes and forms in the literature of the Elizabethan period.
CO2	Analyze the Elizabethan writing as both a register and response to historical, social, and political developments of the sixteenth century.
CO3	Analyze, explicate, and interpret the works of Shakespeare and his contemporaries in the Elizabethan era.
CO4	Apply literary scholarship on selected works studied. Identify and discuss universal themes and human conditions in Elizabethan poetry and drama mainly
CO5	Understand the major characteristics of the literary movement during the Elizabethan period.

Text Books: *Baugh, Albert C.; Cable, Thomas. A History of the English Literature. Longman. 2002.*
Green, D.H. "Women Readers of the Middle Ages". Cambridge University Press, England (2005).
Cheney, Patrick. "Recent Studies in the English Renaissance," *SEL: Studies In English Literature* (2007).

Reference Books: Bowers, Fredson. Elizabethan Revenge Tragedy: Magnolia, M.A, Peter Smith, 1958.
Craig, Hardin The Enchanted Glass: The Elizabethan Mind in Literature Oxford, Basil Blackwell, 1966
Crutwell, Patrick. The Shakespearean Moment and Its Place in the Poetry of Seventeenth Century, New York, Columbia University Press, 1954
Ellis-Fermor, Una. The Jacobean Drama. London, Methuen University Paperbacks, 1935

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Ford, Boris (ed) The Pelican Guide to English Literature Vols 1, 2 And 3 Harmondsworth, Middlesex, Penguin, 1954.
Kaufman, Ralph (ed) Elizabethan Drama. New York, OUP, 1961
Knights, L. C. Drama and Society in the Age of Jonson, London, 2005
Pinto, Vivian de Sola The English Renaissance: Fifteen Ten to Sixteen Eighty-Eight. 3rd ed. London The Cresset Press, 1965.
Tillyard, E M W The Elizabethan World Picture. London, Chatto & Windus, 1967.


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SEMESTER - VIII

Code	AMERICAN LITERATURE	Total Lecture: 60
AH23EN009		LTPC 4-0-0-4

Course Objectives:	<ul style="list-style-type: none"> Literature enables students to develop an ability to analyze and assess social, moral, ethical, and aesthetic values. It helps students to process, understand, express and communicate present and past experiences and to consider possible outcomes and future actions. Through literature students can explore, generate, shape and communicate their own ideas in creative ways. Literature is a powerful form of personal and social expression and develops a wide range of skills essential for effective communication. It provides a different but equally viable alternative to the scientific approach to knowledge, in that it seeks to use intuition and the imagination in addition to rational thinking as a method of learning.
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UNIT	CONTENT	HOURS
I	History of American literature from Colonial Period to 19 th Century William Faulkner: Rose for Emily Eugene O'Neill- The Dreamy Kid	12
II	Washington Irving "Legend of the Sleepy Hollow" Edgar Ellen Poe: "The Tell-Tale Heart"	12
III	Emily Dickenson- Hope is a Thing with Feathers, Because I could not stop for Death Walt Whitman- As I Ebb'd with the Ocean of Life Robert Frost: Mending Walls	12
IV	Transcendentalism Emerson: Self Reliance Thoreau: Solitude from Walden	12
V	Mark Twain: Adventures of Huckleberry Finn John Steinbeck: Of Mice and Men	12

COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will able to:

CO1	To develop an ability to analyze and assess social, moral, ethical, and aesthetic values
CO2	To demonstrate creative thinking, imagination and feeling through decoding various myths
CO3	To explore literature by generating and communicate their own ideas in creative ways.
CO4	To illustrate literature as a powerful form of personal and social expression and develops a wide range of skills essential for effective communication.
CO5	To build the imagination as a viable alternative to the scientific approach to knowledge.
Text Books:	Baugh, Albert C.; Cable, Thomas. A History of the English Literature, Longman, 2002. Green, D.H. "Women Readers of the Middle Ages". Cambridge University Press, England (2005). Cheney, Patrick. "Recent Studies in the English Renaissance," <i>SEL: Studies in English Literature</i> (2007)
Reference	Hector St John Croquer, "What is an American" (Harmondsworth; Penguin, 1982) <i>Studies</i>

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Books:	Ralph Waldo Emerson, Self Reliance and the other essays, General Press 1993.
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Code	WORLD LITERATURE		Total Lecture: 60
AH23EN0010			LTPC 4-0-0-4
Course Objectives:	<ul style="list-style-type: none"> To demonstrate literature as a reflection of the people and the age in which it was produced. To enable recognition of the convention of different genres. To make the students apply various literary terms in their study and reflection on literature. To prepare them for comprehensively relating the concepts to the study of all other papers during the course. 		
UNIT	CONTENT	HOURS	
I	World Literature in Translation Wu Cheng'en: Journey to the West Yasunari Kawabata: The Dancing Girl of Izu	12	
II	Prose German: Franz Kafka: The Metamorphosis Iraqi: Unknown: Epic of Gilgamesh (Non Detailed)	12	
III	Drama Russian: Anton Chekov- A Marriage Proposal Irish: John Millington Synge: Riders to the Sea	12	
IV	Fiction Egyptian: AhdafSoueif Sandpiper Malaysian American: Shirley Geok-Lin Lim: Journey Nigerian: Chimamanda Ngozi Adichie: A Private Experience Spanish: Gabriel Garcia Marquez "Death Beyond Constant Love	12	
V	Poetry Ghanaian: Kofi Awoonor: The Sea Eats the Land at Home New Zealand: Allen Curnow: You Will Know When You Get There Sri Lankan Dutch: Michael Ondaatje: The Cinnamon Peeler Margaret Atwood: Photograph of Me.	12	
COURSE OUTCOMES as per Blooms Taxonomy			
After successful completion of course students will able to:			
CO1	To get introduced to Contemporary world literature.		
CO2	To develop knowledge of English Writings in all genres from other English speaking region		
CO3	To gain knowledge of the latest development in English literature Worldwide.		
CO4	To have access to a comprehensive view of the social, cultural and political background of the region.		
CO5	To summarize the evolution of poetry, drama and novel as genres from around the world		
Text Books:	The Riemer Anthology of African Literature edited by Anthonia C. Kalu. First Indian edition: Viva Books, 2008. African Literature An Anthology of Criticism and Theory Understanding the recent trends in Contemporary World Literature. edited by Tejumola Olaniyan and Ato Quayson. Blackwell Publishing, 2007.		
Reference	Dathorne, O.R. African Literature in the Twentieth Century. London: Heinemann, 1975		

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Books:

- Eze, Emmanuel Chukwudi. (Ed.) *Postcolonial African Philosophy: A Critical Reader*. Massachusetts: Blackwell Publishers Ltd., 1997
- Irele, F. Abiola. (Ed.) *The Cambridge Companion to the African Novel*. Cambridge: CUP, 2009
- Kalu, Anthony C. (Ed.) *The Riemer Anthology of African Literature*. New Delhi: Viva Books, 2008 (First Indian edition)
- Killam, G.D. (Ed.) *African Writers on African Writing*. London: Heinemann, 1973
- Ngara, Emmanuel. *Art and Ideology in the African Novel: A Study of the Influence of Marxism on African Writing*. London: Heinemann, 1987 (Reprint)
- Nkosi, Lewis. *Tasks and Masks: Themes and Styles of African Literature*. Harlow: Longman, 1981
- Obradovic, Nadezda. (Ed.) *The Anchor Book of Modern African Stories*. NY Garden City: Anchor Books, 2002


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Code	LITERARY THEORY AND CRITICISM- II	Total Lecture: 60
AH23EN0011		LTPC 4-0-0-4
Course Objectives:	This course explores some of the crucial theoretical concerns in literary studies in the twentieth century. Beginning with Freudian psychoanalysis after the First World War, the paper introduces some of the seminal concepts of critical theory, including historical materialism, structuralism, poststructuralism, feminism, postcolonialism and cultural studies. It underlines a tectonic shift in literary studies in the twentieth century: from literature as 'a formal artifice' to a 'cultural intertext' — an interdisciplinary approach which establishes literature as a socially symbolic act.	
UNIT	CONTENT	HOURS
I	<p>a) Antonio Gramsci, 'The Formation of the Intellectuals', and 'Hegemony (Civil Society) and Separation of Powers', in <i>Selections from the Prison Notebooks</i> (1939), ed. and trans. Quentin Hoare and Geoffrey Nowell Smith (New Delhi: Orient Longman 1998) pp. 5-14 245-246.</p> <p>b) György Lukács 'The Phenomenon of Reification', trans. Rodney Livingstone in <i>History and Class Consciousness: Studies in Marxist Dialectics</i> (1939) (London: Merlin Press 2003) pp. 83-109.</p> <p>c) Louis Althusser, 'Ideology and Ideological State Apparatuses', trans. Ben Brewster in <i>Lenin and Philosophy and Other Essays</i> (1970) (New Delhi: Aakar Books 2006) pp. 85-126.</p>	12
II	<p>a) Claude Lévi-Strauss, 'The Science of the Concrete', trans. George Weidenfeld in <i>The Savage Mind</i> (1962) (Chicago: University of Chicago Press 1967) pp. 1-35.</p> <p>b) Jacques Derrida, 'Structure Sign and Play in the Discourse of Human Sciences' trans. Alan Bass in <i>Writing and Difference</i> (1967) (New York London: Routledge 1978) pp. 351-70.</p> <p>c) Michel Foucault, 'The Order of Discourse', trans. Ian McLeod in <i>Untying the Text: A Post-structuralist Reader</i>, ed. Robert J. Young (Boston MA: Routledge 1981) pp. 48-78.</p>	12
III	<p>a) Sigmund Freud, 'The Uncanny', trans. David McLintock in <i>The Uncanny</i> (1919) (London: Penguin Books 2003) pp. 1-21.</p> <p>b) Jacques Lacan, 'The Mirror Stage', trans. Alan Sheridan in <i>Écrits: A Selection</i> (1949) (New York London: Routledge 1989) pp. 1-8.</p> <p>c) Julia Kristeva (i) 'The Semiotic Chora Ordering the Drives', and (ii) 'The Thetic: Rupture and/or Boundary', trans. Margaret Waller in <i>Revolution in Poetic Language</i> (1974) (New York: Columbia University Press 1984) pp. 25-30 43-45.</p>	12
IV	<p>a) Luce Irigaray (i) 'This Sex Which is Not One', and (ii) 'Commodities Amongst Themselves', trans. Catherine Porter and Carolyn Burke in <i>This Sex Which is Not One</i> (1977) (Ithaca New York: Cornell University Press 1985) pp. 23-33 192-97.</p> <p>b) Judith Butler (i) 'Preface 1990', (ii) 'Women as the Subject of Feminism', (iii) 'Bodily Inscriptions Performative Subversions' in <i>Gender Trouble: Feminism and the Subversion of Identity</i> (New York: Routledge 1999) pp. xxvii-xxix 3-18 63-80.</p> <p>c) Joan W. Scott, 'Gender: A Useful Category of Historical Analysis', <i>The American Historical Review</i>, Vol. 91, No. 5 (Dec. 1986) pp. 1053-75.</p>	12

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V	<p>a) Theodor Adorno, 'The Schema of Mass Culture', trans. J. M. Bernstein in <i>The Culture Industry: Selected Essays on Mass Culture</i> (1972) (London: Routledge 2007) pp.61-97.</p> <p>b) Homi Bhabha, 'How Newness Enters the World', in <i>The Location of Culture</i> (New York London: Routledge 1994) pp. 303-37.</p> <p>c) Frederic Jameson, 'Postmodernism Or The Cultural Logic of Late Capitalism', <i>New Left Review</i> No. 146 (July-August) 1984: 59-92</p>	12
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COURSE OUTCOMES as per Blooms Taxonomy

After successful completion of course students will able to:

CO1	To expose students to the history of ideas in the twentieth century and the material and discursive conditions of intellectual production
CO2	To encourage students to grapple with literary studies; from a privileging of form to an interdisciplinary engagement with the literary text
CO3	To help students develop a critical wherewithal which would enable them to engage with a literary text from multiple pedagogical entry-points
CO4	To have students closely examine the methods of argument and rhetorical constructions through which important theoretical ideas and concepts have been established and made to impact the field of cultural production in the West.
CO5	To have students establish literature as 'a formal artifice' to a 'cultural intertext' — an interdisciplinary approach which establishes literature as a socially symbolic act.

Text Books:

Foucault, Michel. "What is an Author?" (1969)

Derrida, Jacques. "Signature, Event, Context." In Limited Inc. Northwestern University Press, 1988.

Kristeva, Julia. "The System and the Speaking Subject". In Toril Moi (ed.) *The Kristeva Reader* (1986).

Hassan, Ihab. "Toward a Concept of Postmodernism" from *The Postmodern Turn* (1987)

Liotard, Jean-François. "Answering the question: what is the postmodern?" (1992)

Baudrillard, Jean. "The Precession of Simulacra" In *Simulacra and Simulation* (1981)

Matthew Arnold, *Culture and Anarchy (1867-1866)* (Selections)

T.S. Eliot, "Tradition and Individual Talent" (1919) & "The Metaphysical Poets" (1921)

F.R. Leavis, *The Great Tradition* (Selections)(1948)

I.A. Richards, *Practical Criticism* (Selections)(1930)

Reference Books:

Abrams, M.H. Geoffrey Harpham. *A Glossary of Literary Terms*. Delhi: Akash Press, 2007. • Aristotle. *Poetics*. Trans. S.H. Butcher. New York: Courier Dover Publications, 1997. • Aristotle. *Poetics*. Trans. Samuel H. Butcher. *Theory of Poetry and Fine Art*. New York: Courier Dover Publications, 1951. • Atkins, J.W.H. *English Literary Criticism: 17th and 18th Centuries*. Massachusetts: Methuen, 1966.

Bennett, Andrew and Nicholas Royle. *An introduction to Literature, Criticism and Theory*. Third edition. Pearson Longman, 2004. • Blackwell, M.A.R. Habib. *A History of Literary Criticism and Theory, from Plato to the Present*. Blackwell: 2007.

Daiches, David. *Critical Approaches to Literature*. London: Prentice-Hall, 1956.

Daiches, David. *English Literature*. California: University of California Press, 1968.

Daiches, David. *The Penguin Companion of English Literature*. London: McGraw-Hill, 1971.

Dixon, W. Macnells. *Tragedy*. London: Edward Arnold, 1938.

Durham, W.H. *Critical Essays of the Eighteenth Century*. UK: Russell & Russell, 1961.

Else, Gerard. *Aristotle's Poetics: The Argument*. Cambridge: Harvard University Press, 1957.

Habib, M.A.R. *Modern Literary Theory and Criticism*. Wiley-Blackwell. 2008


Habib, M.A.R. *A History of Literary Criticism and Theory: From Plato to the Present*. Wiley-Blackwell, 2005.

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Code	POSTCOLONIAL LITERATURE	Total Lecture: 60
AH23EN0012		LTPC 4-0-0-4
Course Objectives:	This course explores some of the crucial theoretical concerns in literary studies in the twentieth century. Beginning with Freudian psychoanalysis after the First World War, the paper introduces some of the seminal concepts of critical theory, including historical materialism, structuralism, poststructuralism, feminism, postcolonialism and cultural studies. It underlines a tectonic shift in literary studies in the twentieth century: from literature as 'a formal artifice' to a 'cultural intertext' — an interdisciplinary approach which establishes literature as a socially symbolic act.	
UNIT	CONTENT	HOURS
I	Concept of Post colonialism 1. Colonialism, Imperialism 2. Post colonialism- Definition, Main characteristics Robert Young, 'Colonialism and the Politics of Postcolonial Critique', in Postcolonialism: An Historical Introduction (Blackwell Publishing, 2001) pp. 1-11. Ngugi waThiong'o, 'The Language of African Literature', Chapter 1, Sections 4-6, in Decolonising the Mind.	12
II	Poetry Margarette Atwood: This is a Photograph of Me, Tricks with Mirrors Wole Soyinka: Abiku, Live Burial Pablo Neruda (i) 'Tonight I can write the saddest Lines'(ii) 'The Way Spain Way Mamang Dai (i) 'Small Towns and the River'(ii) 'The Voice of the Mountain	12
III	Drama Derek Walcott- Dream on Monkey Mountain Wole Soyinka: Death and the King's Horseman	12
IV	Short Stories Bessie Head (South Africa/Botswana), 'The Collector of Treasures'. Ama Ata Aidoo (Ghana), 'The Girl Who Can'. M. M. Vinodini (India), 'The Parable of the Lost Daughter', in The Exercise of Freedom, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp. 164-77.	12
V	Fiction Gabriel Garcia Marquez, Chronicle of a Death Foretold Chinua Achebe : Things Fall Apart	12
COURSE OUTCOMES as per Blooms Taxonomy		
After successful completion of course students will able to:		
CO1	To introduce the students to postcolonial theorizations and texts from hitherto colonized regions;	
CO2	To demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts;	
CO3	To familiarize students with of the variety of postcolonial literatures from Africa, Latin America and South Asia and to counter the stereotypes usually associated with assumptions regarding these literatures;	
CO4	To inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures; and	

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CO5	To expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.
Text Books:	The Postcolonial Studies Reader ed. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (London, Routledge, 1995) Ania Loomba, Colonialism/Postcolonialism 2nd ed. (London, Routledge, 2007) Leela Gandhi, Postcolonial Theory: A Critical Introduction (New Delhi, Oxford Univ Press)
Reference Books:	James Acheson and Romana Huk, ed. Contemporary British Poetry: Essays in Theory and Criticism. SUNY P, 1996. Nick Bentley. Contemporary British Fiction. Edinburgh UP, 2008. Steven Connor, ed. The Cambridge Companion to Postmodernism. 2004. James F. English, ed. A Concise Companion to Contemporary British Fiction. Blackwell, 2006. N. Holdsworth and M. Luckhurst, ed. A Concise Companion to Contemporary British and Irish Drama. Blackwell, 2006. V. K. Janik and Del Ivan Janik, ed. Modern British Women Writers: An A-to-Z Guide. Greenwood, 2002. A. Lee. Realism and Power: Postmodern British Fiction. Routledge, 1990. David Ian Rabey. English Drama Since 1940. Longman, 2003.

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Bachelor of Arts (B.A.)

Program Educational Objectives (PEOs)

The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative ~~knowledge in their~~ professional as well as personal lives.

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Scheme & Syllabus

For

Bachelor of Arts

(Hindi)

**w.e.f
2023-24**



**School of Arts, Humanities and Social
Sciences**

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Table: 3.6
Discipline Specific Electives (DSE)
2023-24 onwards
Track: Hindi

Semester	Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)			Weightage (Theory)						Weightage (Practical)			GT
			L	T	P		ESE	Internal Assessment (IA)						ESE	GT	CE	ESE	ToT	
								MS E	AS G	TA	AT ID	ToT							
I	AH23HD001	Hindi Bhasha Devnagri Lipi	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
II	AH23HD002	Hindi Bhasha or Vikas	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
III	AH23HD003	Hindi Sahitya ka Itihaas (Aadikaal or Ritikal tak)	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
IV	AH23HD004	Ritikalin Kavya	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
V	AH23HD005	Hindi Sahitya Ka Itihaas	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23HD006	Bhartiya Kavyashastra	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23HD007	Adhunik Kavita (Chayavaad)	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
VI	AH23HD008	Hindi Kavita (ChayavaadkeBaad)	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23HD009	PachhatyaKavyashastra	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
VIII	AH23HD0010	Hindi Kathasatya	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
	AH23HD0011	Hindi Natak Sahitya	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23HD0012	Hindi ki Sewadhik Shikhi	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	

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SEMESTER -I

पैराकोड	द्वितीय शाल देवनागरी लिपि	Total Lecture: 60
AH23HD001		LTPC 4-0-0-4
अभियान उद्देश्य	<ul style="list-style-type: none"> आधुनिक कविता से परिचित करना। आधुनिक कविता के अन्तर्गत जाने वाली काव्यप्रकारों के प्रतिनिधि कवियों का अध्ययन करना। निर्दिष्ट कवियों का पाठ एवं व्याख्या करना। 	
क्र.सं.	पाठ्यक्रम	घंटे
1	उत्तर-प्रयागवादी एवं प्रतियोगी काव्य का अध्ययन उत्तर-प्रयागवादी काव्य की प्रमुख आधुनिकी रामदास सिंह दिनकर के काव्य की प्रमुख विशेषताएँ। प्रयोगवाद : पं-दीना, सीतल-शो, अण्णामबाबू, जय-शुभ मगार्जुन के काव्य का आलोचनात्मक अध्ययन कंदरामबाबू अग्रवाल के काव्य का आलोचनात्मक अध्ययन।	15
2	प्रयोगवाद-नई कविता एवं कवियों कविता का परिचय प्रयोगवाद का समझना एवं प्रयोगवादी कविता की प्रणितियाँ। प्रयोगवाद एवं नई कविता का अन्तर्भाव नई कविता : बौद्धिकता, कविता-संवेदनता, प्रतीकवाद, अर्थ-संगत, गिरणाम प्रयोग अज्ञेय के काव्य का आलोचनात्मक अध्ययन रत्नगण सक्सेना, मुक्तिश्री के काव्य का आलोचनात्मक अध्ययन	15
3	व्यंग्य के लिए निर्धारित कविताएँ। रामदास सिंह दिनकर : विषयगत परम्परा के अन्तर्गत मगार्जुन : उत्तरी काव्य, अज्ञेय और उत्तरी काव्य, गीतांजलि काव्य के अज्ञेय : इसी काव्य पर अज्ञेय, नदी के द्वीप, बौद्धिक नदी, बस दे गिरे मुक्तिश्री : व्यंग्यवाद	15
4	भाषा के लिए निर्धारित कविताएँ। कंदरामबाबू अग्रवाल : छोटे हाथ, धरती जल नहीं बिल्लुन उड़ता भी, बंधनरत्न से लौटती मे पद्मनीलमबाबू मिश्र : सुहाव से, मेरे काल संगत-बाई शुभर शहाब : सक्सेन पर सप्त, इसी हाँसे जली ईवी, लज्जत शर्मला जोशी : रुको रुको, उसकी मुस्कुराई, उस काव्य का नाम	15
अभियान उपलब्धियाँ (Course Outcomes)		
CO1	आधुनिक कविता से परिचित होने।	
CO2	आधुनिक कविता के अन्तर्गत आनेवाली काव्यप्रकारों से प्रतिनिधि कवियों का अध्ययन करने में सक्षम होणे।	
CO3	निर्दिष्ट कविताओं का पाठ एवं व्याख्या कर सकणे।	
संदर्भ पुस्तक	<ul style="list-style-type: none"> आधुनिक काव्य-संग्रह : डॉ. रामदीन सिंह, विश्वविद्यालय प्रकाशन, वाराणसी मगार्जुन : प्रतिनिधि कविताएँ-डॉ. रामदीन सिंह, राजवन्त प्रकाशन, दिल्ली कंदरामबाबू अग्रवाल : सक्सेन कविताएँ-डॉ. गिरणाम विष्ट, वैशाली बुक ट्रस्ट ऑफ इण्डिया, दिल्ली मुक्तिश्री : बौद्ध का कृत देहा है, भारतीय जगदीश, दिल्ली शर्मला जोशी : दो पंक्तियाँ के बीच-राजवन्त प्रकाशन, दिल्ली 	

SEMESTER -II

पैलकोड	हिन्दी भाषा का विकास	Total Lecture: 60
AH23HD002		L/TPC 4-0-0=4
अधिगत उद्देश्य	<ul style="list-style-type: none"> हिन्दी भाषा के विकास से अवगत करना। हिन्दी की उपभाषाओं से परिचित करना। हिन्दी भाषा से अतीत से अवगत करना। 	
इकाई	परिचय	घंटे
1	<ul style="list-style-type: none"> अन्ततः, उपलब्ध और नुतनी हिन्दी आधुनिक हिन्दी की प्रमुख भवितुः विशेषताएँ प्राचीन साहित्यिक परम्परा और हिन्दी की भवितुः कथन-भाषा के रूप में अतीत और अन्ततः विकास हिन्दी : अन्ततः और अतीत 	15
2	<ul style="list-style-type: none"> 19वीं शती में अतीत की तथः का विकास हिन्दी भाषा का सामकीकरण हिन्दी, उर्दू और हिन्दुस्तानी हिन्दी पर अन्ततः-अन्ततः कालगतः अन्ततः सामकीकरण अन्ततः और अन्ततः का अन्ततः 	15
3	<ul style="list-style-type: none"> सामकीकरण में अन्ततः-अन्ततः अन्ततः अन्ततः अन्ततः, अन्ततः अन्ततः, अन्ततः अन्ततः अन्ततः के अन्ततः, अन्ततः का अन्ततः, अन्ततः अन्ततः 1978 अन्ततः के रूप में हिन्दी का विकास : अन्ततः और अन्ततः अन्ततः-अन्ततः और हिन्दी 	15
अधिगत उद्देश्य (Course Outcomes)		
CO1	हिन्दी अन्ततः-अन्ततः अन्ततः अन्ततः अन्ततः का अन्ततः अन्ततः।	
CO2	अन्ततः के अन्ततः व अन्ततः से अन्ततः अन्ततः।	
CO3	अन्ततः भाषा के अन्ततः अन्ततः और अन्ततः में अन्ततः की अन्ततः अन्ततः।	
CO4	अन्ततः और अन्ततः अन्ततः अन्ततः से अन्ततः अन्ततः।	
संदर्भ पुस्तकः	<ul style="list-style-type: none"> हिन्दी भाषा : अन्ततः अन्ततः हिन्दी अन्ततः अन्ततः : अन्ततः अन्ततः अन्ततः के अन्ततः अन्ततः हिन्दी : अन्ततः अन्ततः हिन्दी भाषा : अन्ततः अन्ततः हिन्दी भाषा का अन्ततः और अन्ततः : अन्ततः अन्ततः अन्ततः अन्ततः अन्ततः हिन्दी : अन्ततः अन्ततः हिन्दी भाषा : अन्ततः से अन्ततः अन्ततः : अन्ततः अन्ततः हिन्दी भाषा और अन्ततः अन्ततः : अन्ततः अन्ततः हिन्दी और अन्ततः अन्ततः अन्ततः का अन्ततः : अन्ततः अन्ततः हिन्दी भाषा का अन्ततः अन्ततः अन्ततः 	


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SEMESTER -III

कॉर्स कोड	हिन्दी साहित्य का इतिहास आदिवासी से संविधान तक	Total Lecture: 60
AH23HD003		LTPC 4-0-0-4
संक्षिप्त परिचय:	<ul style="list-style-type: none"> • इस पाठ्यक्रम के अध्ययन से विद्यार्थी हिन्दी साहित्य के इतिहास की सुनिश्चित परम्परा से परिचित होंगे। • विद्यार्थियों में कविता का विकास होगा, जबकी जीवन दृष्टि का विकास होगा। • वेब की ऐतिहासिक प्रणाली से सुविधा होंगे। 	
क्रमांक	पाठ्यक्रम	घंटे
1	हिन्दी साहित्योद्धार चरण के जन्म, बाल विद्यालय और रामकृष्ण, हिन्दी साहित्य का आदिवासी, लक्ष्मण, प्रदीपों, राधा देव-विद्युत् सञ्चालन, राधा-बाबू काव्य आदिवासी के प्रतिनिधि, इत्यादि का और रचनाएँ।	15
2	भारतवासी के ऐतिहासिक पृष्ठभूमि, प्रमुख विचार संत सवि और उनका जीवन प्रमुख सुनी और जीवनवाचन, सुनी काव्य का संस्था विवेचनाएँ।	15
3	भारतवासी वसुदेवविराट, रामकृष्णविराट, रामकृष्णविराट, रामकृष्णविराट और रामकृष्णविराट के प्रमुख उरी और रचनाएँ।	15
4	भारतवासी की कलात्मक और लक्ष्मण, लक्ष्मण इन्दी की परम्परा, संविधान के कव्यवादी, विवेक और विवेकवादी एवं प्रदीपों, प्रदीपों रचनाएँ और विवेकवादी।	15
अभ्युत्पन्न रणनीतियाँ (Course Outcomes)		
CO1	इस प्रमाण के अध्ययन से हिन्दी भाषा के उद्भव की आनुवंशिक उत्पत्तियाँ/विशेषताओं के साथ-साथ हिन्दी साहित्य के प्रारम्भिक चरण का परिचय मिलेगा।	
CO2	पारंपरिक साहित्य की परम्पराओं से हिन्दी साहित्य को विरासत के रूप में साहित्य और साहित्य की कोम-कोम से प्रतीति प्राप्त हुई-इसका यथा चलेगा।	
CO3	उस कालखण्ड में भक्ति आन्दोलन के साथ-साथ मुसलमानों के साथ और संस्कृति का जो विकास हुआ, उससे मिले-जुलें-जुड़ी भारतीय संस्कृति का प्रादुर्भाव हुआ उसका ज्ञान विद्यार्थियों को व्यावहारिक रूप से साहित्यिक रचनाओं की भाषा में होगा।	
संदर्भ पुस्तक:	<ul style="list-style-type: none"> • डॉ. नरेंद्र, (संपा), हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1979 • सुन्दर रामकृष्ण हिन्दी साहित्य का इतिहास, लोक नारी प्रकाशन, इलाहाबाद 2019 • द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की सुनिश्चित, हिन्दी एवं राष्ट्रवादी कार्यालय, मुम्बई 1940 • बट्टाचार्य, डॉ. रामकृष्ण, प्राचीन हिन्दी काव्य, इण्डियन प्रेस लिमिटेड, इलाहाबाद 1952 	



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SEMESTER -IV

क्रेडिट्स	शैक्षणिक कार्य	Total Lecture: 60
AH23HD004		LTPC 4-0-0=4
अभिप्रेत उद्देश्य	<ul style="list-style-type: none"> • इतिहास के काल वैशेष्य का बोध कराना। • शैक्षणिक कार्य में अभिप्रेत जीवन-मूल्यों को प्रसंगिकता से प्रतिबिम्बित कराना। • शैक्षणिक कार्य के स्वरूप का स्पष्टीकरण। 	
इकाई	पठ्यक्रम	एक
1	<ul style="list-style-type: none"> • शैक्षणिक कार्य के सामान्य परिचय एवं शैक्षणिक कार्य • शैक्षणिक कार्य की परिभाषाएँ एवं लक्ष्य • शैक्षणिक कार्य की वर्गीकरण विधियाँ - शैक्षणिक, शैक्षणिक, शैक्षणिक • शैक्षणिक कार्य की प्रमुख प्रणालियाँ • शैक्षणिक कार्य की प्रमुख विशेषताएँ • शैक्षणिक कार्य-संस्था में शैक्षणिक कार्य को लागू करना • शैक्षणिक कार्य की प्रमुख विशेषताएँ • शैक्षणिक कार्य-संस्था में शैक्षणिक कार्य को लागू करना 	15
2	<ul style="list-style-type: none"> • शैक्षणिक कार्य • शैक्षणिक कार्य की प्रमुख प्रणालियाँ • शैक्षणिक कार्य की प्रमुख विशेषताएँ • शैक्षणिक कार्य-संस्था में शैक्षणिक कार्य को लागू करना 	15
3	<ul style="list-style-type: none"> • शैक्षणिक कार्य • शैक्षणिक कार्य : प्रमुख प्रणालियाँ • शैक्षणिक कार्य की प्रमुख विशेषताएँ • शैक्षणिक कार्य-संस्था में शैक्षणिक कार्य को लागू करना • शैक्षणिक कार्य-संस्था : कार्य-संस्था, कार्य-संस्था, कार्य-संस्था 	15
4	<ul style="list-style-type: none"> • शैक्षणिक कार्य के लिए निर्धारित पाठ • अध्याय 1-5 • अध्याय 1-6 • विषय 1, 2, 3, 4, 5, 9, 10, 16, 17, 22, 23, 28, 29, 30 • अध्याय 1-4 	15
अधिकरण उपलब्धियाँ (Course Outcomes)		
CO1	काल-काल, अलग-अलग काल, प्रमुख काल नामों से जान-बूझते शैक्षणिक कार्य के इतिहास पर काल की महत्त्वपूर्ण घटनाओं, प्रमुख शैक्षणिक कार्य और उनके कारी मूल्यों, काल-कालीन शैक्षणिक कार्य के विकास परिकल्पनाओं में महत्त्वपूर्ण योगदान के समन्ततमक ज्ञान विद्यार्थियों को होगा।	
CO2	शैक्षणिक कार्य-संस्था के अध्ययन से शैक्षणिक कार्य के महत्त्वपूर्ण मूल्यों को विद्यार्थियों को प्रमुख विशेषताओं का भी परिचय विद्यार्थियों को होगा।	
CO3	शैक्षणिक कार्य-संस्था के अध्ययन से शैक्षणिक कार्य के महत्त्वपूर्ण मूल्यों को विद्यार्थियों को प्रमुख विशेषताओं का भी परिचय विद्यार्थियों को होगा।	
CO4	शैक्षणिक कार्य के स्वरूप को समझना।	
CO5	शैक्षणिक कार्य-संस्था की व्याख्या को समझने की क्षमता।	
संदर्भ पुस्तक:	<ul style="list-style-type: none"> • शैक्षणिक कार्य-संस्था: शैक्षणिक कार्य-संस्था, शैक्षणिक कार्य-संस्था 	


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SEMESTER - V

कॉर्स कोड	हिन्दी साहित्य का इतिहास (प्रारम्भिक पुस्तक से अध्ययन)	Total Lecture: 60
AH23HD005		LTPC 4-6-0=4
अभियान उपदेश	<ul style="list-style-type: none"> आधुनिक काल की प्रकृति में विचारधाराओं को अलग करना। प्रसिद्ध रचनाओं के अध्ययन से देश की सामाजिक, सांस्कृतिक एवं राष्ट्रीय प्रकृति से सुविदा होगी। रचनात्मक जीवन का विकास होगा। 	
सप्ताह	पाठ्यक्रम	घंटे
1	आधुनिक काल की सामाजिक, सांस्कृतिक, धार्मिक और सांस्कृतिक प्रकृति, प्रारम्भिक पुस्तक, विवेकानंद, प्रमुख रचनाकार और रचनाएँ, विवेकानंद का विरोधार्थी, प्रमुख रचनाकार और रचनाएँ।	15
2	उपासक दल की प्रकृति, प्रमुख साहित्यकार और रचनाएँ, प्रसिद्ध रचनाएँ और नई प्रकृति की विशेषताएँ।	15
3	हिन्दी नव्य की प्रमुख विधाएँ-नाटक, उपन्यास, निबंध, कहानी का विकास।	15
4	हिन्दी आलोचना, संस्कृत, देवनागरी, यौग्य, आत्मबोध और निर्धारण का विकास।	15
संश्लेषण उपलब्धियाँ (Course Outcomes)		
CO1	आधुनिक काल की प्रकृति में विचारधाराओं को अलग करना।	
CO2	प्रसिद्ध रचनाओं के अध्ययन से देश की सामाजिक, सांस्कृतिक एवं राष्ट्रीय प्रकृति से सुविदा होगी।	
CO3	रचनात्मक जीवन का विकास होगा।	
संदर्भ पुस्तक	<ul style="list-style-type: none"> चतुर्वेदी रामचरण, हिन्दी साहित्य और समेदन का विकास, लोकनगरी प्रकाशन, इलाहाबाद, 2019 सिंह रामचरण, आधुनिक हिन्दी साहित्य की प्रकृति, लोकनगरी प्रकाशन नई दिल्ली 2011 	


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पैपरकोड	पार्षीय काव्यशास्त्र	Total Lecture: 60
AH23HD006		LTPC 4-0-0=4
अभियान उद्देश्य	<ul style="list-style-type: none"> भारतीय (अथ) शास्त्र की परम्परा से विद्यार्थियों को अवगत कराना। प्रमुख सम्प्रदायों व शाखाओं से परिचित कराना। 	
इकाई	पाठ्यक्रम	घंटे
1	<ul style="list-style-type: none"> काव्य-संज्ञा, काव्य-सौ, काव्य-प्रकार, काव्य की शैली, रस का मूल्य उस निष्पत्ति, संवर्गीकरण, संवेद्य की उत्पत्ति, इत्यादि सम्प्रदाय का परिचय और आलोचना का तरीकाल। 	15
2	<ul style="list-style-type: none"> सिद्धिशास्त्र- शैली-परिचय, काव्य-गुण, शैली-वर्गीकरण। काव्यिक सिद्धान्त का परिचय, तरीकाल, बर्णनात्मक तथा अभिव्यक्तिसाधक। 	15
3	<ul style="list-style-type: none"> अभि सिद्धान्त - अग्नि का मूल्य, अग्नि का वर्गीकरण, अग्नि-काव्य का मूल्य, शिल्पशिक्षा, अग्नि, तमस, अज्ञान, अज्ञान सिद्धान्त-परिचय, अर्थ तथा मूल्य। 	15
4	<ul style="list-style-type: none"> हिन्दी काव्यशास्त्र का इतिहास, ऐतिहासिक पृष्ठभूमि, अन्वय, निष्कर्ष, हिन्दी के प्रमुख आलोचक आचार्य रामचन्द्र शुक्ल, नन्ददुलारे वाजपेयी, इत्यादि का परिचय और आलोचनात्मक मूल्य। 	15
अभियान उपलब्धियाँ (Course Outcomes)		
CO1	साहित्य का कालिका क्या है	
CO2	कसे कालिका परिचित किया जा सकता है?	
CO3	साहित्य की रचना-प्रक्रिया, उसकी सम्प्रदायिकता का विवरण	
CO4	साहित्य का प्रयोग व उपयोग, उसमें अन्वयित तन्त्र-कालिका का रचना अर्थ से सम्बन्धित ऐतिहासिक और आधुनिक मूल्यों से यह अन्वयित विद्यार्थियों को परिचित करायेगा।	
संदर्भ पुस्तक:	<ul style="list-style-type: none"> नवत मन्दकिशोर, हिन्दी आलोचना का विकास, राजकमल प्रकाश, नई दिल्ली 1981 विश्व मन्थन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरिवंश साहित्य अकादमी, बनारस 1987 विश्व मन्थन, काव्यशास्त्र- विश्वविद्यालय प्रकाशन वाराणसी 1988 शिवानी डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की तुलना, लोकनाट्यी प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010 	


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SEMESTER - VI

पैराक्रॉड	आधुनिक कविता (समाचार तक)	Total Lecture: 60
AH23HD007		LTPC 4-0-0=4
अधिष्ठापन उद्देश्य	<ul style="list-style-type: none"> आधुनिक कविता से परिचित करना आधुनिक कविता के अन्तर्गत होने वाले सांस्कृतिकों के ऐतिहासिक कवियों का अध्ययन करना निर्दिष्ट कविताओं का चयन एवं परीक्षा करना। 	
इकाई	सामग्री	घंटे
1	<ul style="list-style-type: none"> सलीम और हुसैन की कविता का अध्ययन हिंदी नवजागरण सलीमपुरीय कविता की प्रमुख विशेषताएँ हुसैनपुरीय कविता की प्रमुख विशेषताएँ सांस्कृतिक संस्कृत्य हरिऔध के कविता की प्रमुख विशेषताएँ 	15
2	<ul style="list-style-type: none"> प्रसवार्थी कविता का अध्ययन प्रसवार्थी का कविता परिचय प्रसवार्थी कविता : सांस्कृतिक, गीत, गीत, वैदिककाल, मुक्त छंद, सौंदर्य-संज्ञा 	15
3	<ul style="list-style-type: none"> जयदेव प्रसाद के कविता की प्रमुख विशेषताएँ सुमित्रानन्दन शर्मा के कविता की प्रमुख विशेषताएँ सूर्यकांत त्रिपाठी 'निराला' के कविता की प्रमुख विशेषताएँ शारदादी शर्मा के कविता की प्रमुख विशेषताएँ 	15
4	<ul style="list-style-type: none"> कविता से निम्न निर्धारित पद्य संप्रतिष्ठान मुद्रा : आचार-छंद 1 से 20 (छन्द-पारसी) संस्कृतकाल कविता 'हरिऔध' : छन्द-छंद 20 से 30 जयदेव प्रसाद : निवेद (अनुभवार्थी) शीतु, ज' पद्य परीक्षा, टं कविता पर सौन्दर्य प्रकाश का मूल्यांकन सूर्यकांत त्रिपाठी निराला : कविता की कविता संज्ञा सूर्य, कविता सुमित्रानन्दन शर्मा : एक शायरी, सौम्य निराला, मुद्रा का शारदादी शर्मा : कविता पद्य का चयन सौम्य-सौम्य कविता से निर्धारित पद्य 	15
अधिष्ठापन उद्देश्य (Course Outcomes)		
CO1	आधुनिक कविता से परिचित होना	
CO2	आधुनिक कविता के अन्तर्गत होने वाले सांस्कृतिकों के ऐतिहासिक कवियों का अध्ययन करने में सक्षम होना	
CO3	निर्दिष्ट कविताओं का चयन होना	
संदर्भ पुस्तक:	<ul style="list-style-type: none"> आधुनिक कविता-संग्रह : सन, सलीम, हिंद, निराला, सुमित्रानन्दन, शारदादी 	


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किसकोड	आधुनिक कविता (आधुनिक के रूप)	Total Lecture: 60
AH23HD008		LTPC 4-0-0-4
अभियन संदर्भ	<ul style="list-style-type: none"> आधुनिक कविता से परिचित करना आधुनिक कविता के अन्तर्गत आने वाली कालखण्डों के प्रतिनिधि कवियों का अध्ययन करना निर्धारित कविताओं का चयन एवं व्याख्या करना। 	
इकाई	पाठ्यक्रम	सै
1	<ul style="list-style-type: none"> भारत-भू एवं द्विपदी युगीन काव्य का अध्ययन हिंदी कथाकरण भारत-भूयुगीन काव्य की प्रमुख प्रवृत्तियाँ द्विपदीयुगीन काव्य की प्रमुख विशेषताएँ अयोध्यासिंह उपाध्याय 'हरिऔध' के काव्य की प्रमुख विशेषताएँ 	15
2	<ul style="list-style-type: none"> आधुनिक काव्य का अध्ययन आधुनिक काव्य युगीन परिदृश्य आधुनिक काव्य : सामाजिकता, लैंगिकता, वैयक्तिकता, प्रेम एवं जीवन-वेदन 	15
3	<ul style="list-style-type: none"> अयोध्यासिंह उपाध्याय के काव्य की प्रमुख विशेषताएँ सुमित्रानंदन पंत के काव्य की प्रमुख विशेषताएँ सूर्यकांत त्रिपाठी 'निराला' के काव्य की प्रमुख विशेषताएँ भारत-भू कवि के काव्य की प्रमुख विशेषताएँ 	15
4	<ul style="list-style-type: none"> आधुनिक काव्य की विशेषताएँ वैयक्तिकता, प्रेम : अयोध्यासिंह उपाध्याय (हरिऔध) काव्य-संग्रह 1 से 20 (महा-काव्य) अयोध्यासिंह उपाध्याय 'हरिऔध' काव्य-संग्रह 20 से 30 अयोध्यासिंह उपाध्याय 'हरिऔध' काव्य-संग्रह 30 से 40 सूर्यकांत त्रिपाठी 'निराला' काव्य-संग्रह (अयोध्यासिंह उपाध्याय के काव्य की प्रमुख विशेषताएँ) सुमित्रानंदन पंत : एक काव्य, तीन विभक्तियाँ, दूरी कावे भारत-भू कवि : तीन कालों का एक कवि हरिऔध-हरिऔध काव्य-संग्रह में अयोध्यासिंह पंत 	15
अभियन उपलब्धियाँ (Course Outcomes)		
CO1	आधुनिक कविता से परिचित होना	
CO2	आधुनिक कविता के अन्तर्गत आनेवाले कालखण्डों के प्रतिनिधि कवियों का अध्ययन करने में सक्षम होना	
CO3	निर्धारित कविताओं में सक्षम होना	
संदर्भ पुस्तक:	<ul style="list-style-type: none"> आधुनिक काव्य-संग्रह : प्रो. रामवीर सिंह, विश्वविद्यालय प्रकाशन, बरहोली। 	


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SEMESTER - VIII

कॉर्स कोड	हिंदी कथासाहित्य	Total Lecture: 60
AH23HD910		LTPC 4-0-0=4
अवधि/उद्देश्य	<ul style="list-style-type: none"> हिंदी कहानी एवं उपन्यास साहित्य के विकास क्रम से परिचित करवाते हुए वर्णन साहित्यिक एवं सामाजिक संदर्भों में उपन्यास एवं कहानी के अध्ययन की क्षमता का विकास कराए। प्रमुख कहानीकारों के रचनाकर्म में विशिष्टता से परिचित कराए। 	
क्रमांक	पाठ्यक्रम	घंटे
1	<ul style="list-style-type: none"> पूर्व ऐतिहासिक हिंदी उपन्यास - परिचय एवं प्रवृत्तियाँ ऐनकपुराण हिंदी उपन्यास - परिचय एवं प्रवृत्तियाँ ऐनक के उपन्यास - साहित्य का आलोचनात्मक अनुमीलन कर्मभूमि का समीक्षात्मक अध्ययन सांस्कृतिक/सांस्कृतिकवादी उपन्यास (गैंगेय और अज्ञेय के संदर्भ में) 	15
2	<ul style="list-style-type: none"> उपन्यास संप्रदायगत रूप और नवजागतिक रूपों के उपन्यासों का सामाजिक परिचय सातसौस हिंदी उपन्यास - परिचय एवं प्रवृत्तियाँ वीर साहनी, निर्मल वर्मा और प्रेम चंदावत के उपन्यास-साहित्य का सामाजिक परिचय उपन्यास का समीक्षात्मक अध्ययन 	15
3	<ul style="list-style-type: none"> ऐनकपुराण कहानी - परिचय एवं प्रवृत्तियाँ प्रमुख कहानीकारों का परिचय एवं मूल्यांकन : बंशधर-राम-गुलेरी, प्रेमचंद, उपरोक्त अज्ञेय समीक्षात्मक अध्ययन : उपन्यास का, पूरा की रात, पुरस्कार ऐनकपुराण कहानी - परिचय एवं प्रवृत्तियाँ प्रमुख कहानीकारों का परिचय एवं मूल्यांकन : जैगंद, अज्ञेय, प्रमोद, प्रमोद और भाग्यवीर्यम वर्मा समीक्षात्मक अध्ययन : पारो, जेठ, दो बर्से 	15
4	<ul style="list-style-type: none"> नयी कहानी - परिचय एवं प्रवृत्तियाँ प्रमुख कहानीकार : मोहन रासनी, अमरकांत, जय शिरोमणि और जगन्नाथ भारती समीक्षात्मक अध्ययन : हिंदी उपन्यास, कर्मभूमि सामाजिक हिंदी कहानी - परिचय एवं प्रवृत्तियाँ प्रमुख कहानीकार : प्रमोद प्रसाद, प्रमोद अज्ञेय और निर्मल सिंह समीक्षात्मक अध्ययन : ऐनकपुराण, यह अपना सुधार नहीं है 	15

अधिकतम उपलब्धियाँ (Course Outcomes)

CO1	<ul style="list-style-type: none"> साहित्यिक स्वी एवं संस्कृत का विकास
CO2	<ul style="list-style-type: none"> कर्मभूमि एवं उपन्यास का विकास एवं पूरा की रात, पुरस्कार, पारो, जेठ, दो बर्से, हिंदी उपन्यास, कर्मभूमि, ऐनकपुराण, यह अपना सुधार नहीं है उसकी कथा या, जैगंद आदि साहित्यिक अध्ययन द्वारा सामाजिक संदर्भों में कथा-साहित्य के अध्ययन की क्षमता का विकास
CO3	<ul style="list-style-type: none"> कहानी एवं उपन्यास की साहित्यिक समीक्षा का संश्लेषण।
संदर्भ पुस्तक:	<ul style="list-style-type: none"> हिंदी उपन्यास का विकास-सुरेन्द्र हिंदी उपन्यास का इतिहास-गीतांजलि राय उपन्यास और लोकगीत-दीपक जोशी ऐनक और उपन्यास-सुरेन्द्र-साहित्यिक संस्कृत हिंदी उपन्यास : जनकजी परामर्श-सं. सुरेन्द्रराज सिंह अधुनिक हिंदी उपन्यास-सं. वीरम साहनी हिंदी कहानी का विकास-सुरेन्द्र हिंदी कहानी का इतिहास-गीतांजलि राय एक-दुनियाँ-सुरेन्द्रराज-सुरेन्द्र राय कहानी-नई कहानी-नरकर सिंह नयी कहानी : संदर्भ और प्रवृत्ति-दीपक जोशी हिंदी कहानी : प्रेमिका और रात-सुरेन्द्र राय अधुनिक और हिंदी उपन्यास-इंद्रनाथ मदान हिंदी उपन्यास : सामाजिक धारणा-सं. सुरेन्द्रराज सिंह

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कॉर्स कोड	हिंदी नाट्य साहित्य	Total Lecture: 60
AH23HD011		LTPC 4-0-0-4
अधिष्ठापक उद्देश्य	<ul style="list-style-type: none"> नाटक का संज्ञान परिचित कराना हिंदी नाटक एवं प्रमुख नाटककारों की भावनाओं से अवगत कराना 	
इकाई	पाठ्यक्रम	घंटे
1	• पुरुषार्थिणी तथा प्रजासत्ताक प्रस्ताव पर आधारित प्रश्न।	15
2	• निधिति एकलिंगी तथा एकलिंगीता पर आधारित प्रश्न।	15
3	• हिन्दी नाटक साहित्य की इतिहास-विकास पर आधारित प्रश्न।	15
4	• हिन्दी एकांकी साहित्य की इतिहास-विकास पर आधारित प्रश्न।	15
अधिकतम उपलब्धियाँ (Course Outcomes)		
CO1	• भारत में कहा गया है- 'कल्पेण नाटक रचयन् अर्थात् साहित्य की दिशाओं में गलत करते समीप और सुन्दर है। ऐसा करने में सुख ही कारण है।	
CO2	• अर्थ ही यह कि पुरुष विद्या होने के कारण वह मनोरंजन, समीक्षात्मक और प्रभावकारी होता है, दूसरा यह कि इनमें आत्मकथानक जीवन होना है।	
CO3	• नाटक विद्या के स्वरूप को परिचित होने।	
CO4	• हिंदी के प्रमुख नाटककारों एवं उनकी नाटककला को जानने में सक्षम होने।	
CO5	• अर्थ ही यह कि पुरुषार्थिणी और कविता एक ही रचना में नाटकों का अध्ययन करना का आत्मकथानक अध्ययन उपलब्धपूर्वक कर सकते।	
सर्वेक्षण प्रश्न	• नई विद्या नीति 2009 में अनुसूचित विभाग द्वारा निर्धारित पाठ्य पुस्तक।	


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पैरकोड	हिंदी की सांस्कृतिक स्थिति	Total Lecture: 60
AH23UC002		LTPC 4-0-0-4
अभिलेख उद्देश्य	<ul style="list-style-type: none"> हिंदी की सांस्कृतिक स्थिति को जानकारी देना राज्यभाषा संबंधी विभिन्न उद्देश्यों, अधिनियमों को जानकारी देना राष्ट्रभाषा को बढ़ावा देने पर विचार करना संविधान में राज्यभाषा हिंदी के संबंध में कृतियों का ज्ञान करवाना। 	
इकाई	परिचय	पेजे
1	<ul style="list-style-type: none"> संविधान में राज्यभाषा-संबंधी प्रावधान हिंदी के प्रयोग-संबंधी राष्ट्रीय के आदेश-1962, 1963 तथा 1967 	15
2	<ul style="list-style-type: none"> राज्यभाषा अधिनियम का जन्म एवं उसकी श्रृंखला संबंधी राज्यभाषा समिति विचार-सूत्र 	15
3	<ul style="list-style-type: none"> राज्यभाषा अधिनियम 1963 राज्यभाषा (संशोधन) अधिनियम 1967 राज्यभाषा अधिनियम, 1973 राज्यभाषा संकल्प 1968 	15
4	<ul style="list-style-type: none"> राज्यभाषा-संबंधी प्रस्तावना एवं मुसलमान सौजन्य राज्यभाषा हिंदी की प्राधान्यता-संबंधी समझौते राज्यभाषा को का में हिंदी की प्राधान्य स्थिति 	15
अंतिम नतीजियाँ (Course Outcomes)		
CO1	भारत की सांस्कृतिक स्थिति को ज्ञान कराने	
CO2	संविधान में भाषा संबंधी नदियों का ज्ञान प्राप्त कर सकेंगे	
CO3	राज्यभाषा को का में हिंदी की प्राधान्य स्थिति को ज्ञान कराने।	
सर्वे सुसज्ज	<ul style="list-style-type: none"> राज्यभाषा हिंदी : प्रकाशन विचार, विचार राज्यभाषा हिंदी : संवैधानिक स्थिति, प्रकाश प्राधान्यिक हिंदी : समझौते, विचार सूत्र हिंदी भाषा : सांस्कृतिक विचार प्राधान्यिक हिंदी : विचार और प्रयोग - भारत इकाई प्राधान्यिक हिंदी : विचार और प्रयोग 	


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पैरकोड	समस्तरीय पाठ्यक्रम	Total Lecture: 60
AH23UC003		LTPC 4-0-0-4

अंतिम उद्देश्य	कार्यालयी से प्रयोग किए जाने वाले पत्रों को संलग्न से परिचित करवाने हेतु कार्यालयी पत्रों में लेखन का अभ्यास	
पंक्ति	पाठ्यक्रम	
1	<ul style="list-style-type: none"> • औपचारिक एवं अ-औपचारिक पत्र में अंतर • कार्यालयी पत्र का प्रारंभ • कार्यालयी पत्रवाचन की भाषिक विशेषताएँ • प्रत्यक्ष 	15
2	<ul style="list-style-type: none"> • कार्यालयी प्रारंभ • कार्यालयी अंत • संक्षिप्त • अधिसूचना • सूचना 	15
3	<ul style="list-style-type: none"> • प्रतिवेदन • अनुमानक • पृष्ठक • प्रेष विधि 	15
4	<ul style="list-style-type: none"> • आवेदनपत्र • विज्ञापन • राजपत्र अधिसूचना • निविदा 	15
अधिकतम सफलता (Course Outcomes)		
CO1	• कार्यालयी प्रयुक्त पत्रों को संलग्न से परिचित हो सकेंगे	
CO2	• सामाजिक व्यवहार एवं कार्यालयी की कार्यप्रणाली से परिचित हो सकेंगे	
CO3	• विभिन्न औपचारिक पत्रों के लेखन का सौम्य विकल्प कर सकेंगे	
संदर्भ पुस्तक	<ul style="list-style-type: none"> • हिंदी व्याकरण : कल्याणकर एवं गुप्त • हिंदी शब्दानुशासन : विश्वविद्यालय काठमांडू • हिंदी भाषा : हरदत्त बहदुरी • हिंदी भाषा : मोताकम विद्या • शब्दावली : शिक्षा और प्रयोग : अंबेडकर गुप्त • आधुनिक हिंदी व्याकरण और रचना : कानूनीनंदन प्रसाद सिंह 	


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**Bachelor of Arts (B.A.)
3 Years Degree Program**

Program Educational Objectives (PEOs)

The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative knowledge in their professional as well as personal lives.

SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus


For

Bachelor of Arts (History)

**w.e.f
2023-24**



**School of Arts, Humanities and Social
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Table: 3.3
Discipline Specific Electives (DSE)
2023-24 onwards
Track: History


Semester	Course Code	Course Title	Contact Hours per Week		Credits	ESE Duration (Hours)		Weightage (Theory)						Weightage (Practical)			GT	
			L	T/P		ESE	GT	Internal Assessment (IA)			ESE	GT	C	ESE	ToT			
								MSE	ASG	TA						ATTD		ToT
I	AH23HT001	History of India from the Earliest Times to 1200 AD	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
	AH23HT002	History of India (1200 to 1739AD)	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
III	AH23HT003	History of India from 1740 to 1857 AD	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
	AH23HT004	History of India from 1858 to 1950 AD	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
V	AH23HT005	Western World (Mid 15 th Century to 1870)	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
	AH23HT006	Socio-religious Movements in India	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
VI	AH23HT007	Main Currents of World History (from 1871 to 2001 AD)	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
	AH23HT008	Indian Cultural History	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
VII	AH23HT009	History of South India (600AD to 1200AD)	4	-	4	3	3	30	05	05	10	50	50	100	-	-	-	100
	AH23HT010	Archaeology and History of Indian Art and Architecture	4	-	4	3	3	30	05	05	10	50	50	100	-	-	-	100
VIII	AH23HT011	History of Mughals (1627-1818)	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
	AH23HT012	History of Indian National Movement	4	-	4	3	3	20	05	05	10	40	60	100	-	-	-	100
													SAGE			100		

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SEMESTER -I

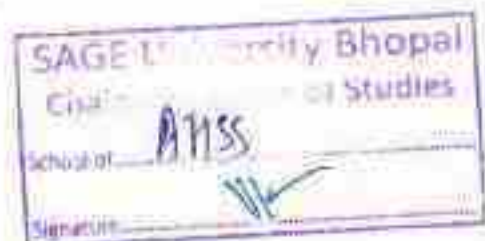
Code	HISTORY OF INDIA FROM THE EARLIEST TIMES TO 1200AD	Total Lecture:60
AH23HT001		LTPC 4-0-0=4
Learning Objectives:	This course aims to: <ul style="list-style-type: none"> To provide a comprehensive knowledge of the initial phase of the history of India. The following course provides an understanding of the sources of knowledge determining ancient history of India. The course details the eras and their respective developments in the specific regions as well as the invasions that change the phases of ancient and early medieval history. The course emphasizes on the forms of art, architecture and culture that was prevalent in particular areas and eras. The course studies the various dynasties and conquerors of ancient India that shape our present. 	
UNIT	CONTENT	HOURS
I	Survey of Sources: Archeology, Epigraphy, Numismatics, & Literature, Foreign Accounts: Greek, Chinese & Arabic, Prehistory: Paleolithic Cultures: Stone Tools, Rock Art; Mesolithic & Neolithic Cultures: Food Production & Habitation, Proto History: The Harappan Civilization: Origin, Distribution, Major Sites, Religious Beliefs and Practices, Art & Architecture, Script.	12
II	The Emergence of Historic India - Early & Later Vedic Periods, Jainism, Buddhism & other Systems, Sixteen Mahajanapadas, Macedonian Invasion	12
III	The Mauryan Empire: Chandragupta, Bindusara, Asoka, Dhamma-Administration, Art & Architecture, Decline; The Post-Mauryan Times (c.200 BC- c.300 AD): Foreign Invasions: Sakas & Kushanas (a) The Sungas & Sangam Age, Architecture & Sculpture, The Age of the Guptas: Origin, Chandragupta -I, Chandragupta-II, Samudragupta, Kumargupta, Skandagupta, Administration, Gupta Period as the Classical Age of India.	12
IV	Vardhanas, the origin of Rajputs; Chandellas, Parmaras - Polity, Society, Economy, Chalukyas, Pallava, Chola, Rashtrakuta, Pala & Pratihara Dynasties, Tripartite Struggle.	12


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V	Arab & Turkish Invasions and their Impact on India, Greater India: Cultural & Economic Contacts with South - East & Central Asia.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Students will be able to demonstrate ³ broad knowledge of historical events and periods and their significance.	
CO2	Students will be able to explain ² and critique the historical schools of thought that have shaped scholarly understanding of their fields of study.	
CO3	Students will be able to deploy ³ skills of critical analysis:	
CO4	Formulating ⁴ persuasive arguments.	
CO5	Evaluating ⁴ evidence and critiquing claims in the literature.	
Text Books:	R.C Mazumdar (2016). An Advanced History of India , TRINITY: Trinity R.S Sharma (2006). India's Ancient Past , Mumbai: Oxford University Press VD Mahajan (2011). Ancient India , New Delhi: S. Chand	
Reference Books:	P.N.K Banzaj (2007). History of Kashmir – Earliest times , Delhi: Metropolitan Book Co. Shyam Radhey (2008). History of Ancient India Earliest Times to 1200 A.D ; New Delhi: Atlantic Publishers & Distributors Pvt.Ltd.	


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SEMESTER -II

Code	HISTORY OF INDIA (1200 TO 1739 A.D.)	Total Lecture: 60
AH23HT002		LTPC 4-0-0=4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> To understand the structure of early-medieval India. To recall conquering of the Indian subcontinent by the Turkish powers. To recognize how the Sultanate of Delhi was established in the year 1206. To sketch the changing religious and cultural scenarios. To examine the impact of Islamic culture on India and the consequent transformation of Indian culture, society, religion and agrarian structures. 	
UNIT	CONTENT	HOURS
I	Source of Medieval Indian History- Foundation and consolidation of the Delhi Sultanate – Qutbuddin Aibak and Iltutmish, Razia and Balban, Allauddin Khilji his consequences and reforms, The Mongol invasion.	12
II	Mohammad Bin Tughluq and Firoz Shah Tughluq- Disintegration of Delhi Sultanate, Vijayanagar and Bahamani Kingdoms, Timur's invasion and its impact, Invasion of the Mughals-Babur, Humayun and Sher Shah Suri, Role of Rana Kumbha and Rana Sanga in Indian history.	12
III	Akbar – Consolidation and territorial expansion of the Mughal empire, his religious and Rajput policy, Jahangir, Shahjahan, Mughal-Sikh relation, Rise of Marathas, Chhatrapati Shivaji-His conquests and administration, Aurangzeb and the decline of the Mughal Empire, Nadir Shah's invasion and its impact.	12
IV	Socio-Religious life during the Sultanate period, Bhakti and Sufi Movements, The Saint tradition during the Sultanate period- Agriculture Industry, Trade, Economic and Administrative System	12
V	Mughal administration, Mansabadari System, Social and Religious Life, Status of Women, Economic Life, Agriculture, Trade & Commerce and Architecture during Mughal period, Role of Rani Durgawati, Jijabai and Chand Bibi in history.	12

Course Outcomes (As per Bloom's Taxonomy)

After successful completion of course students will able to:

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CO1	Understand¹ the foundation of the Delhi sultanate and the Sultanate administration.
CO2	Recognise² the socio-economic and religious conditions under Vijayanagar Empire.
CO3	Interpret³ the conditions of India during the Mughal Empire.
CO4	Compare³ the administration and art & architecture of Mughals.
CO5	Analyse⁴ the rise of the Marathas and the contribution of Shivaji.
Text Books:	L P Sharma (2019). Medieval India (1000-1761 AD) , Agra: Laxmi Narain Agrawal. Chandra Satish (2019). Medieval India: From Sultanate to the Mughals Delhi Sultanate(1526-1748) Part-2 . New Delhi: Har Anand Publication Pt. Ltd. Habib Irfan (1998). Medieval India I: Researches in the History of India 1200-1750 , New Delhi: Oxford University Press.
Reference Books:	Khurana, K.L. (2015). History of Medieval India , Agra: Lakshmi Narain Agarwal. Mahajan, V.D. (1991). History of Medieval India , New Delhi: S. Chand. Mehta, J.L. (2019). Advanced Study in the History of Medieval India : Volume II Mughal Empire (1526-1707) , New Delhi: Sterling Publications Private Limited. Sharma, L.P. (2010). History of Medieval India 1000-1740 , New Delhi: Konark Publishers Pvt. Ltd.

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SEMESTER -III

Code	HISTORY OF INDIA FROM 1740 TO 1857 AD	Total Lecture: 60
AH23HT003		LTPC 4-0-0 = 4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> • The objective of the course is to provide a comprehensive knowledge of the initial phase of the modern history of India. • The following course provides an understanding of the sources of knowledge determining modern history of India. • The course details the eras and their respective developments in the specific regions. • To promote an understanding of the progress of struggle for freedom after 1740 A.D. • Identify challenges that Indians have faced in the ecological, economic, political, and other spheres of life due to colonialism in India. 	
UNIT	CONTENT	HOURS
I	Sources of Modern Indian History -Political trends in the mid-18th century, Advent of Europeans in India, Anglo-French Conflict in Karnataka, Third Battle of Panipat, Establishment of East India Company in India, Battle of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, Dual Government.	12
II	Warren Hastings and Lord Cornwallis, Regulating Act, Pitt's India Act, -Charter Act of 1813 & 1833 A.D., Anglo-Maratha Relations, Anglo-Mysore Relations, Anglo-Awadh Relation, Anglo-Sind Relation, Wellesley & the Subsidiary Alliance.	12
III	Ideologies of Expansion: Mercantilism, Orientalism; Utilitarianism & Evangelism.	12
IV	Maharaja Ranjit Singh and Anglo-Sikh Relations, Lord Hastings and British Paramountcy, Downfall of Marathas, Anglo-Burmese Relations, Anglo-Afghan Relations, Lord Dalhousie's Doctrine of Lapse, his Administration and Reforms Resistance to the British Rule, First Freedom Struggle of 1857 - Nature, Causes, Results and Impact, Main Leaders of 1857.	12
V	British Land Revenue Settlement - Permanent Settlement, Ryotwari and Mahalwari System, Condition of Peasants, Rural Indebtedness, Commercialization of Agriculture, Drain of Wealth, Decline of Cottage Industries, Economic Transformation of India, Communication Network Telegraph and Postal Services and	12


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	Railways.	
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Student will be able to formulate ⁶ basis of modern India through different concepts like modernity, Rule of Law etc.	
CO2	Students will be able to analyze ⁴ the process of rise modern India and its foundation made by Social reformer and freedom fighters.	
CO3	Students will be able to categorize ³ different school of thoughts about Modern India history.	
CO4	Students will be able to analyze ⁴ social background of Indian Nationalism.	
CO5	Students will be able to illustrate ³ rise and growth of Economic Nationalism in India.	
Text Books:	Mahajan V.D. (2018): British Rule in India , New Delhi: S. Chand. Grover and Grover (2018): A New outlook on Modern Indian History , New Delhi: S. Chand. Chandra Bipin (2008): India Since Independence , London: Pengiune.	
Reference Books:	Grover B.L. & Sethi R.R. (2018): Modern Indian History , 32 edition: New Delhi: S. Chand. Chandra Bipan and others (1972): India's Struggle for Independence , London: Penguin. Chandra Bipan (1989): Ideologies & Politics in Modern India , London: Penguin.	


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SEMESTER -IV

Code	HISTORY OF INDIA FROM 1858 TO 1950 AD	Total Lecture:60
AH23HT004		LTPC 4-0-0=4
Learning Objectives:	<p>This course aims:</p> <p>Construct original historical arguments based on primary source material research.</p> <p>Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively.</p> <p>Develop an ability to convey verbally their thesis research and relevant historiography and theory.</p> <p>Employ a full range of techniques and methods used to gain historical knowledge</p> <p>Identify challenges that Indians have faced in the ecological, economic, political, and other spheres of life due to colonialism in India.</p>	
UNIT	CONTENT	HOURS
I	Queen Victoria's Proclamation, Act of 1858 Indian Council Act 1861 Internal Administration of Lord Lytton and Ripon Political Associations and the Indian National Congress, Indian Council Act of 1892.	12
II	Lord Curzon and the Partition of Bengal, Swadeshi Movement Moderates, Extremists and Revolutionary Movements in India and Aboard Government Act of India-1909 Peasant and Tribal Movements Home Rule Movement, Lucknow Pact Rowlat Act, Jallianwala Bagh Massacre, Government of India Act 1919 and Dyarchy. Leftism in India and Congress and Communist Party of India.	12
III	Gandhian Era - Khilafat and Non Cooperation Movement, Swaraj Party, Simon Commission, Lahore Congress, Civil Disobedience Movement, Round Table Conferences. Government of India Act 1935 and Provincial Autonomy, Quit Indian Movement Role and Women and Youth in the India National Movement.	12
IV	Cripps Mission, Simla Conference, Cabinet Mission 16 10 SubhasChandra Bose and the INA, Communal Politics and the Partition of India, Indian Independence Act 1947. Integration of Indian Princely States. Main features of the Indian Constitution.	12
V	Indian Agriculture, British Famine Policy, Nature of Colonial Economy, British Fiscal Policy and India's Economic Exploitation Rise of Modern Industry, Expansion of Trade and Commerce Socio-Religious Movements-SatyaShodhakSamaj, Arya Samaj	12

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	Ramkrishian Mission, Theosophical Society, Muslim Reform Movements, Upliftment of Women, Development of Education, Growth of Indian Press.
Course Outcomes (as per Bloom's Taxonomy)	
After successful completion of course students will able to:	
CO1	Students will be able to illustrate ³ rise and growth of Economic Nationalism in India.
CO2	Student will be able to formulate ⁶ basis of modern India through different concepts like modernity, Rule of Law etc.
CO3	Students will be able to analyze ⁴ the process of rise modern India and its foundation made by Social reformer and freedom fighters:
CO4	Students will be able to categorize ⁴ different school of thoughts about Modern India history.
CO5	Students will be able to analyze ⁴ social background of Indian Nationalism.
Text Books:	Mahajan V.D. (2018): British Rule in India and after : New Delhi: S. Chand. Grover and Grover (2018): A New outlook on Modern Indian History , New Delhi: S. Chand. Chandra Bipin (2008): India Since Independence , London: Penguin.
Reference Books:	Grover B.L. & Sethi R.R. (2018): Modern Indian History , 32 edition: New Delhi: S. Chand. Chandra Bipan and others (1972): India's Struggle for Independence , London: Penguin. Chandra Bipan (1989): Ideologies & Politics in Modern India , London: Penguin.


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SEMESTER -V

Code	WESTERN WORLD (MID 15TH CENTAURY TO 1870)	Total Lecture:60
AH23HT005	LTPC	4-0-0=4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> • To provide a comprehensive knowledge of the medieval and early modern phase of the history of the western world. • To provides an understanding of the factors determining events of the past. • The course details the eras and their respective developments in the specific regions as well as the events that change the phases of world history. • The courses emphasizes on the forms of art, architecture and culture that was prevalent in particular areas and eras. • The course studies the movements and unrest that took place in their point of time and how they impacted the course of History thereon. 	
UNIT	CONTENT	HOURS
I	The Beginning of Modern Era – Renaissance, Decline of Feudalism, Reformation and Counter Reformation, Economic Revolution of the Modern West – Mercantilism and Commercial Revolution, Beginning of Colonialism	12
II	Industrial Revolution, Industrial revolution in England – Causes and Impact on Society, Industrialization in other countries – USA, Germany, Russia, Japan, Glorious Revolution of 1688 AD	12
III	American Revolution (1776 A.D), Causes and Effects, French Revolution- Nature, Causes and Effects and its aftermath	12
IV	Age of Napoleon Bonaparte – Rise and fall Vienna Congress (1815), Age of Metternich, Revolutions of 1830 and 1848 A.D and their impact over Europe, Eastern Question up to Crimean war	12
V	Liberalism in England – Act of 1832 and Chartist Movement, Act of 1867 A.D, American Civil War, with reference to Abraham Lincoln and the abolition of slavery, Napoleon III, Unification of Germany and Italy	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO 1	To demonstrate ¹ a comprehensive knowledge of the medieval and early modern phase of the history of the western world.	
CO 2	To comprehend ² the factors determining events of the past.	
CO 3	To deploy ³ skills of critical analysis to comprehend the respective developments in the specific regions as well as the events that change the phases of world history.	
CO 4	To analyze ⁴ various forms of art, architecture and culture that was prevalent in particular areas and eras.	


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CO 5	To understand the movements and unrests that took place in their point of time and how they impacted the course of History thereon.
Text Books:	Mason David S (2017). A Concise History of Modern Europe , Hyderabad: Orient Blackswan History Captivating (2019). History of Europe : A Captivating Guide to European History, Classical Antiquity, The Middle Ages, The Renaissance and Early Modern , UK: Ch Publications
Reference Books:	Eugene Berger, Georgia Gwinnett (2016). World History: Cultures, States, and Societies to 1500 , Georgia: University of North Georgia Press.

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Code	SOCIO-RELIGIOUS MOVEMENTS IN INDIA	Total Lecture:60
AH23HT006		LTPC 4-0-0-4
Learning Objectives:	<p>This course aims to:</p> <ul style="list-style-type: none"> • Construct original historical arguments based on primary source material research. • Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively. • Develop an ability to convey verbally their thesis research and relevant historiography and theory. • Employ a full range of techniques and methods used to gain historical knowledge • Identify challenges that Indians have faced in the ecological, economic, political, and other spheres of life due to colonialism in India. 	
UNIT	CONTENT	HOURS
I	Indian Renaissance, Socio - Religious Movements - Raja Rammohan Roy and Behama Samaj, Satya Shodhak Samaj, Lord William Bentinck, Devendr Nath Tagore, Ishwarchandra Vidyasagar, Dayanand Saraswati and Arya Samaj, Dev Samaj, Ramkrishan Mission, Theosophical Society.	12
II	Islamic Revivalism, Feraizi and Wahabi movements, Parsi, Sikhs and Christianity.	12
III	Sati, Fetal Death, Child Marriage, Widow Remarriage and regulations made by different Governor Generals.	12
IV	Status of Women, the State of Indigenous Education, Growth of Western Education, Policy of Lord Macaulay, Dalit Reforms, Slavery, Untouchability and government as well as indigenous efforts.	12
V	Modernization of India.	12
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Students will distinguish between primary and secondary sources and identify and evaluate evidence.	
CO2	Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.	

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CO3	Students will demonstrate ² in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space Implement lesson sequences, assessment activities, and other requirements during a period of supervised professional experience.
CO4	Students will be able to explain ² the Socio- economic, cultural and Political background of 19th century.
CO5	Students will be able to demonstrate ² by analyzing and evaluating historical information from multiple sources of History
Text Books:	Mahajan V.D. and Savitri Mahajan (2018): British Rule in India and After , New Delhi: S.Chand. Grover and Grover (2018): A New outlook on Modern Indian History , New Delhi: S.Chand. Chandra Vipin (2008): India Since Independence , London: Penguin.
Reference Books:	Chatterjee, Ramanand (1918): Ram Mohan Roy and Modern India , Calcutta: Modern Review Office. Rai Lajpat (2016): The Arya Samaj , New Delhi: Prabhat Prakashan. Ramade, M.G. (1902): Religious and Social Reform , America: Kessinger Publishing. Rolland, Romain (1980): The Life of Vivekanand , Nasik: Vedanta Publication.

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SEMESTER - VI

Code	MAIN CURRENTS OF WORLD HISTORY (FROM 1871 TO 1945 A.D.)	Total Lecture:60
AH23HT007		ETPC 4-0-0=4
Learning Objectives:	This Course aims: <ul style="list-style-type: none"> To provide a comprehensive knowledge of modern phase of World History. To discuss factors of different wars of modern phase of World History. To understanding of the factors determining the events of World History. To interpret movements and unrest that took place in their point of time and how they impacted the course of History thereon. To construct concepts like Fascism, Nazism, Colonialism, etc. 	
UNIT	CONTENT	HOURS
I	Third Republic of the French Kaiser William-I, Domestic and Foreign Policy of Bismarck, Kesar William-II.	12
II	Africa and Turkey- Scramble for Africa Eastern Question, Russo Turkey War, Berlin Congress 1878, Young Turk Movement and the Balkan War I&II, Russian Revolution of 1905.	12
III	Europe- First World War- Causes, Result and Effects, Russian Revolution 1917, Wilson's XIV Principles, Paris Peace Conference, Treaty of Versailles, Leagues of Nations.	12
IV	China & Japan; Imperialism and Colonialism in China & Japan, I&II Opium War, Taiping Rebellion, Boxer Movement, Chinese Revolution 1911, Demands for Concessions in China, Japan- the Meiji Restoration, Modernization of Japan, Raise of Militarism, Russo Japanese War 1905, China Japanese War 1937.	12
V	Fascism in Italy, Mussolini's Internal and Foreign Policies, Nazism and Germany, Internal and Foreign Policy of Hitler, Causes, Result and Effects of the World War-II.	12
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Differentiate³ people and culture in past environment and how these cultures changed over the course of the centuries.	
CO2	Recognize¹ the diversity of human experience, including ethnicity, language, gender,	

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
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CO3	Interpret ² the knowledge of political, economic, social and cultural structures over time and space.
CO4	Support ² their historical analysis of documents.
CO5	Develop ³ the ability to think critically and historically when discussing the past.
Text Books:	Dev, Arjun (2009). History of the World: From the Late Nineteenth to the Early Twenty-First Century , New Delhi: Orient Black Swan. Lowe, Norman (2013). Mastering Modern World History , New Delhi: Palgrave Macmillan.
Reference Books:	Jain H. and K. Mathur (2011). History of The Modern World , Jaipur: Jain Prakashan Mandir. Mason, David S (2011). A Concise History of Modern Europe , Maryland: Rowman and Littlefield Publishers.


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Code	INDIAN CULTURAL HISTORY	Total Lecture:60
AH23HT008		LTPC 4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To provide a comprehensive knowledge of ancient Indian Culture. To discuss factors of different aspects of life in ancient India. To understanding of the factors determining the events of Indian History To interpret movements and unrest that took place in their point of time and how they impacted the course of History thereon. 	
UNIT	CONTENT	HOURS
I	Culture and Civilization: meaning and form, Salient features of Indian culture, Sources of Cultural history of Ancient India	12
II	Town Planning of Indus valley Civilization, Sculpture and Architecture of Indus Valley Civilization, An Introduction of <i>Vedic Samhita</i> and <i>Upanishadas</i> , <i>Vedic Varnashram</i> System	12
III	Indian Culture as reflected in Ramayana Indian Culture as reflected in Mahabharata Contribution of Jainism to Indian Culture Contribution of Buddhism to Indian Culture	12
IV	Thinkers of Ancient India; Panini, Chanakya, Vatsyayan Contribution of Chaula and Pallava in religious Art and Literature Achievements of King Harsh Vardhan	12
V	Learning Centres of Ancient India; Taxila, Nalanda, Vikramashila, Valbhi etc, Development of Science in Ancient India (Mathematics, Ayurveda, Astronomy and Technology)	12
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Differentiate ³ people and culture in past environment and how these cultures changed over the course of the centuries.	
CO2	Recognize ³ the diversity of human experience, including ethnicity, race, language, gender.	
CO3	Interpret ² the knowledge of political, economic, social and cultural structures over time and space.	
CO4	Support ² their historical analysis of documents.	


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CO5	Develop the ability to think critically and historically when discussing the past.
Reference Books:	Basham A.L. (1985 reprint), The Wonder that was India, New Delhi, Rupa Books Singh Vikram, Glimpses of Indian Culture Kitab mahal Pvt. Ltd. Thapar Romila, a History of India Vol. I Koshambi DD, the Culture and Civilization of Ancient India, 1975


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SEMESTER - VIII

2000
2001

Code	HISTORY OF SOUTH INDIA (600 AD TO 1200AD)	Total Lecture:60
AH23HT009		LTPC 4- 0- 0 = 4

Learning Objectives: This course aims:

- To provide a comprehensive knowledge of the initial phase of the history of south India.
- The following course provides an understanding of the sources of knowledge determining ancient history of south India.
- The course details the eras and their respective developments in the specific regions as well as the invasions that change the phases of ancient and early medieval history of south India.
- The courses emphasizes on the forms of art, architecture and culture that was prevalent in particular areas underas.
- The course studies the various dynasties and conquerors of ancient India that shape our present.

UNIT	CONTENT	HOURS
I	Sources of South Indian History	12
II	Important dynasty of South India- Rastrakuta, Cholas, Pallavas and Chalukyas	12
III	Socio-economic and cultural life of South India	12
IV	Sangam Age, Greater India (Spread of Indian culture abroad)	12
V	Art and Architect of South India	12

Course Outcomes (As per Bloom's Taxonomy)

After successful completion of course students will able to:

CO1	Students will be able to demonstrate ² broad knowledge of historical events and periods and their significance.
CO2	Students will be able to explain ² and critique the historical schools of thought that have shaped scholarly understanding of their fields of study.
CO3	Students will be able to deploy ³ skills of critical analysis;
CO4	Formulating ⁴ persuasive arguments.
CO5	Evaluating ⁴ evidence and critiquing claims in the literature.

Text Books: R.C Mazumdar (2016). **An Advanced History of India**, TRINITY: Trnity.
R.S Sharma (2006). **India's Ancient Past**, Mumbai: Oxford

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	University Press. VD Mahajan (2011). Ancient India , New Delhi: S. Chand
Reference	Shyam Radhey (2008). History of Ancient India Earliest Times to 1200 A.D. ; New Delhi: Atlantic Publishers & Distributors Pvt Ltd.
Books:	


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Code	ARCHAEOLOGY AND HISTORY OF INDIAN ART AND ARCHITECTURE	Total Lecture:60
AH23HT0010	LTPC	4-0-0-4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> To provide a comprehensive knowledge of the medieval and early modern phase of the history of art and architecture. The following course provides an understanding of the factors determining events of the past. The course details the eras and their respective developments in the specific regions as well as the events that change the phases of Indian history. The courses emphasizes on the forms of art, architecture and culture that was prevalent in particular areas and eras. The course studies the movements and unrest that took place in their point of time and how they impacted the course of History thereon. 	

UNIT	CONTENT	HOURS
I	Archeology : Concept, scope, relation with natural and social sciences	12
II	Ancient Indian art and architect : Pre-historic rock art and harrapan art	12
III	Mauryan Art, Ashoka pillars, stupas, rock cut cave architecture (Chaitya / Vihar)- Arjaly, Bhaja, Kushana Art, Matura art style and Gandhar art style	12
IV	Gupta Art- Beginning of temple architecture (Sanchi, Bhitargaon and Devgarh Temple), Temple architectural style, nagar, dravid and besara style, ancient India paintings with special reference to Ajanta, Bagh Caves	12
V	Art and architecture under – Gujjar, pratihar, Chadela, Parmar, Pal, Chalukya, Rashtrakuta and Pallavas	12

Course Outcomes (As per Bloom's Taxonomy)

At the end of the course the students will be able to:

CO 1	To demonstrate ³ a comprehensive knowledge of the medieval and early modern phase of the history of the western world.
CO 2	To comprehend ³ the factors determining events of the past.
CO 3	To deploy ³ skills of critical analysis to comprehend the respective developments in the specific regions as well as the events that change the phases of world history.
CO 4	To analyze ⁴ various forms of art, architecture and culture that was prevalent in particular areas and eras.
CO 5	To understand ¹ the movements and unrests that took place in their point of time and how they impacted the course of History thereon.

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Text Books:	Mason David S (2017). A Concise History of Modern Europe , Hyderabad: Orient Blackswan History Captivating (2019). History of Europe : A Captivating Guide to European History, Classical Antiquity, The Middle Ages, The Renaissance and Early Modern , UK:Ch Publications
Reference Books:	Eugene Berger, Georgia Gwinnett (2016). World History: Cultures, States, and Societies to 1500 . Georgia: University of North Georgia Press.


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Code	HISTORY OF MARATHAS (1627-1818)		Total Lecture:60
AH23HT0011	LTPC 4-0-0=4		
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> To construct original historical arguments based on primary source material research. Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively. Develop an ability to convey verbally their thesis research and relevant historiography and theory. Employ a full range of techniques and methods used to gain historical knowledge Identify challenges that Indians have faced in the ecological, economic, political, and other spheres of life due to colonialism in India. 		
UNIT	CONTENT	HOURS	
I	Rise of the Marathas-Physical Features, Bhakti movement, Literature and Language.	12	
II	Chatrapati- Shivaji's Early Life, Mughal-Maratha relations, Maratha Administration.	12	
III	Consolidation of Maratha Empire under Sambhaji to Sahu.	12	
IV	Rise of Peshwas and their Administration.	12	
V	Anglo-Maratha Relation and downfall of Maratha Empire.	12	
Course Outcomes (as per Bloom's Taxonomy)			
After successful completion of course students will able to:			
CO1	Students will distinguish ⁴ between primary and secondary sources and identify and evaluate evidence.		
CO2	Students will demonstrate ² in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.		
CO3	Students will demonstrate ² in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space Implement lesson sequences, assessment activities, and other requirements during a period of supervised professional experience.		


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CO4	Students will be able to explain ² the Socio- economic, cultural and Political background of 17th century Maharashtra
CO5	Students will be able to demonstrate ³ by analyzing and evaluating historical information from multiple sources of Maratha History.
Text Books:	<p>Mahajan V.D. (2018): British Rule in India and after, New Delhi, S.Chand.</p> <p>Grover and Grover (2018): A New outlook on Modern Indian History, New Delhi: S.Chand.</p> <p>Chandra Bipin (2008): India since Independence, London: Penguin.</p>
Reference Books:	<p>Duff, Grant (1873): History of the Marathas, 3Vols, Bombay: The Times Of India.</p> <p>Sardesai, G.S. (1949) : Main Currents of Maratha History, Bombay: Phoenix Publications.</p> <p>Sardesai, G.S. (2018) : A New History of the Marathas, 3Vols: New Delhi: Gyan Publishing House.</p> <p>Sinha, H.N.(1931): Rise of the Peshwas, Allahabad: The Indian Press Ltd.</p>


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Code	HISTORY OF INDIAN NATIONAL MOVEMENT	Total Lecture:60
AH23HT0012		LTPC 4-0-0=4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> • To construct original historical arguments based on primary source material research. • Demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively. • Develop an ability to convey verbally their thesis research and relevant historiography and theory. • Employ a full range of techniques and methods used to gain historical knowledge • Identify challenges that Indians have faced in the ecological, economic, political, and other spheres of life due to colonialism in India. 	
UNIT	CONTENT	HOURS
I	Background of Indian National Movement; first freedom struggle of 1857, major social and Religious movement of 19th century, Rise and growth of National Consciousness, emergence of the Indian National Congress	12
II	Gandhi and Mass movement, Non-Cooperation movement, Civil Disobedience, Quit India movement.	12
III	Rise and Growth of revolutionary movement, Growth of left movement, Peasant's and Worker's movement, Indian National Army (INA)	12
IV	Factors responsible for rise and growth of communalism in india, Second world war and changing world scenario	12
V	Towards freedom: cripps mission, Cabinet Mission plan, Partition of India and it's consequences, Indian independence Act 1947	12
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Students will distinguish ⁴ between primary and secondary sources and identify and evaluate evidence.	
CO2	Students will demonstrate ⁴ in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.	
CO3	Students will demonstrate ² in written work and class discussions the ability to recognize and articulate the diversity of human experience, including	

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	ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space Implement lesson sequences, assessment activities, and other requirements during a period of supervised professional experience.
CO4	Students will be able to explain ² the Socio- economic, cultural and Political background of 19th and 20th century India
CO5	Students will be able to demonstrate ² by analyzing and evaluating historical information from multiple sources of Indian National Movement History.
Text Books:	Sharma R.K, History of Indian National Movement, Sonali Publications 2005
Reference Books:	Agrawal R.C, Constitutional development and National movement of India, S. Chand and co. Ltd. New Delhi 2001 Bandhoyadhyay, shekhar, Nationalist Movement in India, Oxford University Press, New Delhi 2008 Sharma LP, indian National Movement, Lakshminarayan Publication Agra, 2020


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Bachelor of Arts (B.A.)

Program Educational Objectives (PEOs)

The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative knowledge in their professional as well as personal lives.

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SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

Bachelor of Arts

(Political Science)

**w.e.f
2023-24**



**School of Arts, Humanities and Social
Sciences**


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Table: 3.2:
Discipline Specific Electives (DSE)
2023-24 onwards

Track: Political Science


Semester	Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT		
			L	T	P			Internal Assessment (IA)						ESE	GT	CF		ESE	ToI
								MSE	ASG	TA	ATTD	ToI							
I	AH23PS001	Basic Principles of Political Sciences	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23PS002	Indian Government and Political Science	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
III	AH23PS003	Representative Political Thinker	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
IV	AH23PS004	Constitution of Major Country	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
V	AH23PS005	International Relations	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23PS006	Comparative Politics	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
VI	AH23PS007	Western Political Thoughts	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23PS008	Local Government and Politics	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
VIII	AH23PS009	Modern Indian Political Thought	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
	AH23PS0010	International Organization	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
	AH23PS0011	Comparative Political Analysis	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23PS0012	Foreign Policy of India	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	

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Date: *11/11/2023*

SEMESTER -I

Code	BASIC PRINCIPLES OF POLITICAL SCIENCE	Total Lecture: 60
AH23PS001		LTPC 4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> The following course serves as an introduction for the discipline of political science The course aims to provide an understanding of the political functioning of the states in India The course explains the fundamental rights and duties of an individual in the country The course elaborates the types of government functioning in the democracy of the country The course describes the political parties functioning under the governance of the country 	
UNIT	CONTENT	HOURS
I	Political Science – Definition, Nature and Scope, Methods: Traditional and Modern, Relations with other Social Sciences – Sociology, History, Economics, Psychology and Geography.	12
II	State – Essential Elements, Functions, Principles of Origin of State. Theories of State: Liberal, Marxist Pluralist	12
III	Theories: Rights and Duties, Liberty and Equality, Justice, Welfare State, Power and Authority	12
IV	Types of Government – Unitary and Federal, Parliamentary and Presidential, Democracy – Definition and Types	12
V	Political Parties – National and Regional, Pressure Groups	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	To make the students efficient to discuss ² the theory and apply the methodology of comparative analysis within the discipline of political science	
CO2	To analyze ⁴ contemporary problems in the countries under consideration in light of the conceptual frameworks presented in class.	
CO3	List ² the differences between scholarly and popular publications in Comparative Politics.	
CO4	Use library search tools to identify ¹ scholarly articles on country-specific government institutions in a nation state other than the native Country	
CO5	Use the Internet and library search tools to find sites on government, international humanitarian organizations, and newspapers originating from their topic country.	
Text Books:	<ul style="list-style-type: none"> Ernest Barker (1976). Principles of Social and Political Theory, Calcutta: Oxford University. Verma S.P. (1983). Modern Political Theory, New Delhi: Vikas. N. P. Barry (1995). Introduction to Modern Political Theory, London: Macmillan. 	


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Reference Books:	<ul style="list-style-type: none">• R.C Agrawal (2005). Indian National Movement and Indian Constitution New Delhi: S Chand & Company Ltd.• Sanjay Singh (2012). Basic Principle of Political Science, Delhi: Anmol Publisher.
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SEMESTER -II


Code	INDIAN GOVERNMENT AND POLITICAL SCIENCE	Total Lecture:60
AH23PS002		LTPC 4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To make the student aware of History of Indian National Movement. To introduce the constitution and its preamble to the students. To provide an understanding of the political functioning of the constitution. To make the aware of the three organs of Indian constitution. To enhance their role as enlightened citizens. 	
UNIT	CONTENT	HOURS
I	Brief History of Indian National Movement The Making of Indian Constitution and its sources, Preamble and Basic Features	12
II	Fundamental Rights and Duties: Directive Principles of State Policy, Right to Information	12
III	Union Executive: President, Prime Minister, Council of Ministers State Executive: Governor, Chief Minister, Council of Ministers	12
IV	Union Legislature: Indian Parliament – Lok Sabha and Rajya Sabha State Legislature: Vidhan Sabha and Vidhan Parishad	12
V	Union Judiciary: The Supreme Court, State Judiciary: The High Court, Judicial Activism	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	The students will be able to understand ¹ the working of Indian Political System.	
CO2	The students will be able to analyze ⁴ the working of Indian Government.	
CO3	The students will be able to recognize ³ themselves with the current trends in Indian Political System.	
CO4	The students will be able to demonstrate ³ their understanding regarding the working of the three organs of Indian Political System.	
CO5	The students will be able to deploy ² the skills of critical analysis with respect to Indian political system.	
Text Books:	<ul style="list-style-type: none"> Rajni Kothari (2009), Caste in Indian Politics, New Delhi: Orient Blackswan. Anup Chand Kapur (2010). Principle of Political Science New Delhi: S. Chand & Company Ltd. 	
Reference Books:	<ul style="list-style-type: none"> R.C Agrawal (2005). Indian National Movement and Indian Constitution New Delhi: S Chand & company Ltd., 2005 Sanjay Sing (2012). Basic Principle of Political Science. New Delhi: Anmol Publisher J. C. Johri (2019): Principal of Modern Political Science, New Delhi: Sterling Publishers Pvt. Ltd. 	


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SEMESTER -III

Code	REPRESENTATIVE POLITICAL THINKERS	Total Lecture:60
AH23PS003		LTPC 4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To introduce the political ideas of Ancient Indian thinkers. To understand the political ideology of Greek thinkers. To explain the political theories of modern thinkers. To give opportunity to gain the knowledge about the development of nation by Indian political thinker. <p>To familiarize students political thought of western thinkers.</p>	
UNIT	CONTENT	HOURS
I	Salient feature of ancient Indian political thought. Manu, Kautilya and Buddhist tradition	12
II	Salient Features of Western political Thought: Plato, Aristotle	12
III	Salient Features of Modern political Thought: Machiavelli, Hobbes, Locke, Rousseau, Jeremy Bentham, John S. Mill	12
IV	Communist Thinkers: Marks, Lenin and M.N. Roy	12
V	Indian Political Thinkers: Mahatma Gandhi, Dr B R Ambedkar, Ram Manohar Lohiya, Pt Deendayal Upadhaya	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	Understand ¹ the contribution of political thinkers	
CO2	Apply ³ critically examine their ideas of western and modern thinkers	
CO3	To classify ² the contribution of Indian thinkers to political thought	
CO4	To grasp ¹ theoretically rich and empirically grounded knowledge	
CO5	To develop ³ the overall personality of students and prepare them to compete and succeed in their endeavors	
Text Books:	<ul style="list-style-type: none"> R.C Gupta (1963). Great Political Thinkers: East and West, Agra: Lakshmi Narain Agrawal. Jones, T. (2012). Modern Political Thinkers and Idea: An Historical Introduction. UK: Routledge. R Jayapalan, N. (2000). Indian Political Thinkers: Modern Indian Political Thought. New Delhi: Atlantic Publishers & Dist. 	
Reference Books:	<ul style="list-style-type: none"> Lagi, S. (2020). Democracy in Its Essence: Hans Kelsen as a Political Thinker. Lexington Books. Esposito, J. L., & Shahin, E. E. D. (Eds.). (2018). Key Islamic Political Thinkers. Oxford: Oxford University Press. 	


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SEMESTER -IV

Code:	CONSTITUTION OF MAJOR COUNTRIES	Total Lecture: 60
AH23PS004	LTPC 4-0-0-4	
Learning Objectives:	<ul style="list-style-type: none"> • To understand the features of constitution of various countries. • To examine the nature of politics of different countries. • Discuss and evaluate the institutional structure and operations of the major country's political institutions. • To understand the comparative study of various constitution. • To understand the system in Executive, Legislature and judicial manner. 	
UNIT	Contents	Hours
I	Salient feature of British Constitution: Executive Legislature Judiciary and Political party	10
II	Salient feature of American Constitution: Executive Legislature Judiciary and Political party	12
III	Salient feature of Swiss Constitution: Executive Legislature Judiciary and Direct Democracy	12
IV	Salient feature of constitution of Peoples Republic of China: Executive Legislature and communist party	12
V	Comparative study OF Various Constitutions: American President and British Prime Minister, American Senate, British House of Lords, Swiss Federal system and American federal system, Political party system China, British and America	14
Course Outcome (as per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	To grasp ¹ knowledge about the working of different organs of the government.	
CO2	To compare ² the constitution of various countries	
CO3	To provide ² the judiciary system of various country	
CO4	Enlighten ³ salient feature of constitution of different countries	
CO5	Display ³ origin of the knowledge in Political Thought.	
Textbooks:	<ul style="list-style-type: none"> • B.L. Fadia, Comparative Politics, Agra: Sahitya Bhawan Publisher. • Skinner, Q., & Tuck, R. (2001). Bagehot: The English Constitution, Cambridge University Press. • Rakove, J. N. (2010). Original meanings: Politics and ideas in the making of the Constitution, Vintage. 	


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	<ul style="list-style-type: none"> • Llewellyn, K. N. (2020). The Constitution as an Institution. California: University of California Press. • Kammen, M. (2017). A Machine that would go of itself: The Constitution in American Culture. UK: Routledge.
Reference Books:	<ul style="list-style-type: none"> • Borrows, J. (2010). Canada's Indigenous Constitution, Toronto: University of Toronto Press. • Maier, P. (2010). Ratification: The People Debate the Constitution-1787-1788, NY: Simon and Schuster. • A.C Kapoor & K. K Mishra (2010). Select Constitution, New Delhi: S. Chand PVT.LTD. • S.C Singhal (2007). World Constitution, Agra: Lakshmi Narain Agrawal. • Norton, P. (2018). The Changing Constitution in Politics UK : Routledge.



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SEMESTER - V

Code	INTERNATIONAL RELATIONS	Total Lecture: 60
AH23PS005		ETPC 4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To demonstrate basic understanding of concepts and practices relevant to International Relations. To Integrate theory and practice through applying the IR theory to current events. To understand about the internal and external determinants of Indian foreign policy and its evolution since independence. To Investigate the social and historical evolution of the international system. 	
UNIT	CONTENT	HOURS
I	Approaches Realist Approach ;Neo-Realist Approach; Idealist Approach; Eclecticism; Classical Liberalism ;Institutional Approach; English School Theory; Neo-Liberalism; Critical Theory; Marxist and Neo Marxist Theories; Fascism; Systems Approach; The Behavioral Approach and Post Behavioral Approach)	12
II	Theories Game Theory; Bargaining Theory; Communication Approach; Decision Making Approach; World System Theory; Post-Colonialism; Post Structuralism; Feminist Approach; Social Constructivist.	12
III	Diplomacy- Evolution of the concept of diplomacy-The Vienna Conventions on Diplomatic and Consular Relations –Paris Peace Conference and the New Diplomacy; Key contributors to the concept of 'diplomacy' (Kautilya, Machiavelli); Types of diplomacy – bilateral, multilateral, open and secret, public diplomacy etc. ; Styles of diplomacy – shopkeeper, military etc.; Role of soft power in diplomacy.	12
IV	Foreign Policy- National interest; Determinants of India's Foreign Policy; Phases of Indian Foreign Policy; Non-Alignment; India's bilateral ties; India and its Diaspora; India's Nuclear Policy.	12
V	Global Commons- Idea of the global commons; The Tragedy of the Commons; Sustainable Development – MDG s and SDGs; Governing the Commons; Contested Commodities-- Land, Water, Space, Health, Climate, Education, Cyberspace and Energy	12
Course Outcome (as per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Assemble ¹ their knowledge and reflect on ways to understand the evolution of International Relations.	
CO2	Illustrate ³ proficiency in geopolitical concerns and its impact on the International Relations.	
CO3	Demonstrate ² understanding of the environment in which International System operates.	


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CO4	Employ³ theoretical as well as practical knowledge of the working of the relations between countries.
CO5	Develop³ an awareness of the major security challenges facing the country in the 21st century.
Text Books:	<ul style="list-style-type: none"> • Smith, Baylis, Owens (2023): The Globalization of World Politics, London, Oxford • Jackson, Sorensen (2019): Introduction to International relations, , London, Oxford • Malone M David. (2011): Does the Elephant Dance? Contemporary Indian Foreign Policy, London: Oxford University Press.
Reference Books:	<ul style="list-style-type: none"> • Mingst, McKibben(2018): Essentials of International relations, W.W. Norton & Company • Bandyopadhyaya, Jayanta (1970). The Making of India's Foreign Policy, New Delhi: Allied


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Code	COMPARATIVE POLITICS	Total Lecture:60
AH23PS006		LTPC 4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To make the students to recognize and articulate a comparative empirical political theory. To make familiar the students with the concepts of Comparative Politics. To understand and critically engage with primary texts of Comparative Political Science research To make the students understand the logic of the comparative method and the trade-offs involved with comparative research designs To delineate the evolution and approaches of Comparative Politics. 	
UNIT	CONTENT	HOURS
I	Introduction: Meaning, nature and scope, Evolution, Traditional and Modern Perspective, Frame-work	12
II	Approaches to Comparative Politics: Political System Approach, Analysis, Structural Functional Approach, Analysis	12
III	Political Development approach and analysis: Views of Lucian Pye, Huntington, Political Modernization, Political Culture.	12
IV	Marxist-Leninist theory: Introduction to Marxist-Leninist approach, Features of Marxist-Leninist approach.	12
V	Political Elites: Views of Pareto, Mosca, Michaels Political Socialization Views of Almond & Verba, Lucian Pye, David Apter	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	Ability to state ¹ and articulate a comparative empirical political theory.	
CO2	Illustrate ² the concepts of Comparative Politics.	
CO3	Outline ³ primary texts of Comparative Political Science research	
CO4	Tell ¹ the logic behind the comparative method and the trade-offs involved with comparative research designs	
CO5	Analyze ⁴ knowledge of evolution and approaches of Comparative Politics.	
Text Books:	<ul style="list-style-type: none"> Vernia S.P. (1975). Modern Political Theory. Vikas: New Delhi. Almond and Powell. (1966). Comparative Politics: A Developmental Approach, Boston: Little Brown. 	
Reference Books:	<ul style="list-style-type: none"> J. Blondel. (1963). An Introduction to Comparative: Government, London: Weidenfeld and Nicolson. Lucian Pye. (1963). New Aspects of Politics, USA: Princeton Hall Publishers Pvt. Ltd. 	


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SEMESTER -VI

Code	WESTERN POLITICAL THOUGHT	Total Lecture: 60
AH23PS007	LTPC	4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> • To give an understanding of political thought of eminent thinkers of the western world. • To provide the students the necessary skill to evaluate and analyze the works of these thinkers. • To enable the students to understand various political perspective to write articles and undertake research work. • To study the eminent intellectual thinkers paradigms. • To enable students to compare and contrast works of the intellectuals. 	

UNIT	CONTENT	HOURS
I	Origin: Plato – View's on State, Education, Philosopher King Aristotle – Critique of Plato – Views on State	12
II	On Social Contract: Thomas Hobbes – Views on Human Nature, Social Contract Rousseau - Views on Human Nature, Social Contract	12
III	Medieval Political Thought: Machiavelli – Views on state, government Locke - Views on state, government	12
IV	Idealism and Marxism: Hegel – Dialectical Idealism, view's on Individual, History and freedom Karl Marx – Historical Materialism, Theory of Class Struggle and withering of state	12
V	Leninism and Maoism: Vladimir Lenin – Revolutionary, Political theory Mao-Tse-Tung – Theory, Ideology	12

Course Outcomes (As per Bloom's Taxonomy)

At the end of the course the students will be able to:

CO 1	Generalize² political thought of eminent thinkers of the western world.
CO 2	Identify¹ skills to evaluate and analyze the works of these thinkers.
CO 3	Define¹ various political perspective to write articles and undertake research work.
CO 4	Differentiate⁴ political philosophers, their works and their contributions.


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CO 5	Outline¹ compare and contrast works of the intellectuals.
Text Books:	<ul style="list-style-type: none"> • Sreedharan, E. (2004). Text book of Historiography. New Delhi: Orient Longman. • Verma S.P. (1975). Modern Political Theory. New Delhi: Vikas. • Lohia R.M. (1910). Marx, Gandhi and Socialism. Hyderabad: Nav Hindi.
Reference Books:	<ul style="list-style-type: none"> • Barke & Ernest. (1951). Principles of Social and Political Theory. Calcutta: Oxford University Press. • Hewood & Andrew (2000). Political Theory. New Delhi: Vikas. • D. D. Basu. (1978). Introduction to International Politics, New Delhi: Prentice Hall.


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Code	LOCAL GOVERNMENT AND POLITICS	Total Lecture: 60
AH23P5008		LTPC 4-0-0-4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To demonstrate basic understanding of concepts and practices relevant to 'Local Self Government. To generate the critical thinking and practical approach towards understanding the topic. To help the students to gain grip over the importance and need for the Development Administration in the developing countries and more particularly in India. 	
UNIT	CONTENT	HOURS
I	Local Self Government in India: Rural Governance and the importance of Local Self Government, challenges for local self government institutions in India: Gender, Caste, and Class dimensioned, Diversity of local structures- financial Constraints, Administrative constraints, political constraints.	12
II	Evolution of local Self Government Pre-independence Period: British Period, Post-independence Period: Community Development Programme, Balwantarai Mehta Committee and Ashok Mehta Committee.	12
III	Rural Government: Evolution of Rural Government in India: Panchayati Raj, Zilla Parishad, Panchayat Samiti and Grama Panchayat Composition, Functions, Finance, State Finance Commission.	12
IV	Problems and Prospects: Urban Government in India and Rural Government in India.	12
V	73rd and 74th Amendments 73rd amendment-various provisions, 74th Amendment- various provisions, Features and Importance. Rural Local Bodies: Composition, Power and Functions, Gram Panchayat-Composition, Powers and Functions	12
Course Outcome (as per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Assemble ¹ their knowledge and experience and reflect on ways to understand the contours of Rural Government.	
CO2	Illustrate ² proficiency in the working of the government at rural level,	
CO3	Demonstrate ² understanding of the environment in which Local Self Government operates.	
CO4	Employ ³ theoretical as well as practical knowledge of the topic at grassroot level.	
CO5	Develop ³ an effective understanding of the working of the rural administration.	
Text Books:	<ul style="list-style-type: none"> S.R. Maheshwari. (1984). Local Government in India. Agra: Lakshmi Narayan Agarwal. 	


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	<ul style="list-style-type: none"> • Abdul Aziz. (1992). Decentralised Planning, The Karnataka Experiment, Sage: New Delhi. • Amitav Mukherjee (1994). Decentralisation: Panchayat Raj in the Nineties. New Delhi: Vikas.
Reference Books:	<ul style="list-style-type: none"> • Aslam M. (2007). Panchayati Raj in India, New Delhi: National Book Trust. • Aslam M. (2005). Local Self-Government in India—A Retrospect and Prospect in Federal India—A Design for Good Governance, New Delhi: Manak Publications • Chandler J.A. (1993). Local Government in Liberal Democracies: An Introductory Survey, London: Routledge.



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SEMESTERS -VIII

Code:	MODERN INDIAN POLITICAL THOUGHT	Total Lecture: 60
AH23PS009		ETPC 4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To expose the students to the intellectual political thinkers of India; To study the eminent intellectual thinkers paradigms. To understand the composite Indian culture represented by the intellectuals. To make the students aware of the growth of Indian political thought by studying some distinguished political philosophers. To delineate the evolution of Indian Political Thought in lines with the contemporary events. 	
UNIT	CONTENT	HOURS
I	Overview of Indian Political Thought: Genesis and Development, The Indian Renaissance - Raja Ram Mohan Roy, Balgangadhar Tilak.	12
II	Gandhi and India: Influences on the Ideas of Mahatma Gandhi, Gandhi as a Social Reformer, Gandhi as a Political Leader and Political Activist, Gandhi as an Economic Activist.	12
III	Indian Political Thought I: Pandit Jawahar Lal Nehru - on Democracy, Sir Sayyad Ahmad Khan- Muslim Education.	12
IV	Indian Political Thought II: Political Ideas of Vinoba Bhave, Jai Prakash Narayan and his political perspectives.	12
V	Indian Political Thought III: M.N. Roy - Socialist perspective, Views of Dr. Bhimrao Ambedkar.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	Identify¹ the intellectual political thinkers of India	
CO2	Describe¹ about eminent intellectual thinkers paradigms.	
CO3	Examine² the composite Indian culture, represented by the intellectuals	
CO4	Outline² the growth of Indian political thought by studying some distinguished political philosophers	
CO5	Compare⁴ the evolution of Indian Political Thought in lines with the contemporary historical events.	
Text Books:	<ul style="list-style-type: none"> Nanda, B.R. (1985). Gandhi and His Critics. Delhi: Oxford. Bayly, S. (2008). Caste, Society and Politics in India from the Eighteenth Century to the Modern Age. Cambridge: Cambridge University Press. Graham, G.F.I. (1909). The life and works of Sir Syed Ahmed Khan, London: Hodder and Stoughton. 	
Reference Books:	Dalton, D.G. (1963). India's Idea of Freedom , Delhi: Delhi Academic Press. Pandey, Rajendra Kumar (2009). Modern Indian Political Thought , Delhi: SAGE	


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Code	INTERNATIONAL ORGANISATIONS	Total Lecture:60
AH23PS010		LTPC 4-0-0-4
Learning Objectives:	<ul style="list-style-type: none"> To make the students aware of origin and growth of International Organizations. To give an understanding of major International Organization. To provide the students the necessary knowledge of working and features of United Nations. To enable students to know the contemporary International stand of United Nations. To provide the students the knowledge of role of United Nations in major historical events of the world. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature of International Organization, Evolution of International Organization, The League of Nations: Role in protecting world peace, Causes of failure of League of Nations	12
II	The United Nations: The United Nations: Structure, Functions, Various organs of the UN, Need of reforms in the UN	12
III	International Stand of UN: Pacific Settlement & Forceful Settlement of International Disputes and Enforcement Action, Economic - Social Development & the Role of the UN	12
IV	UN and the World: UN in the Post Cold War Era, Socio Economic & Humanitarian role, UN as peace keeper	12
V	UN in contemporary times: UN's role in Disarmament, Contribution of Third world's to achieve goal of U.N., Recent trends & Developments in UN	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Describe ¹ the origin and growth of International Organizations	
CO2	Identify ¹ major International Organization	
CO3	Outline ² working and features of United Nations.	
CO4	Discuss ³ role of United Nations in major historical events of the world.	
CO5	Examine ⁴ the contemporary International stand of United Nations.	


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Text Books:	<ul style="list-style-type: none"> • Patel, Bimal N. (2016). The State Practice of India and the Development of International Law. New Delhi: Brill's Asian Law Series. • Wessendorf & Nikolai (2013). The Charter of the United Nations: A Commentary, Oxford: Oxford University Press. • Bailey, Sydney D. & Daws, Sam (1995). The United Nations: A Concise Political Guide. UK: MacMillan.
Reference Books:	<ul style="list-style-type: none"> • P. Baehr. (1989). The United Nations: Reality and Ideal, London: Oxford University Press. • Hirsch & Moshe (1995). The Responsibility of International Organizations Toward Third Parties: Some Basic Principles, Netherlands: Martinus Nijhoff Publishers. • Lorenz & Joseph P. (1998). Peace, Power and The United Nations: A Security System For The Twenty-First Century, N.Y: Westview Press.

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Code	COMPARATIVE POLITICAL ANALYSIS	Total Lecture: 60
AH23PS011	LTPC	

Learning Objectives:	<ul style="list-style-type: none"> To make students familiar with the approaches of Comparative Politics, To understand and critically engage students with Comparative Political Analysis, To make the students understand the comparative method and the trade-offs involved with comparative research designs.
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UNIT	CONTENT	HOURS
I	Approaches: Institutional, Political Culture, Political Economy and New Institutionalism; Comparative Methods	12
II	Colonialism and decolonization: forms of colonialism, anti-colonial struggles and decolonization Nationalism: European and non-European.	12
III	State theory: Debate over the nature of state in capitalist and socialist societies; post-colonial state; welfare state; globalization and nations-states.	12
IV	Political regimes: democratic (Electoral, Liberal, Majoritarian and Participatory) and non-democratic regimes (Patrimonialism, Bureaucratic authoritarianism, Military dictatorship, Totalitarianism, and fascist).	12
V	Constitutions and Constitutionalism: forms of constitutions, rule of law, judicial independence and liberal constitutionalism; emergency powers and crisis of constitutionalism. Democratisation: democratic transition and consolidation.	12

Course Outcomes (As per Bloom's Taxonomy)

At the end of the course the students will be able to:

CO 1	Ability to state ¹ and articulate a comparative empirical political theory.
CO 2	Illustrate ² the concepts of Comparative Politics.
CO 3	Outline ³ primary texts of Comparative Political Science research.
CO 4	Tell ³ the logic behind the comparative method and the trade-offs involved with comparative research designs.
CO 5	Analyze ⁴ knowledge of evolution and approaches of Comparative Politics.


Text Books:	<ul style="list-style-type: none"> Vernia S.P. (1975). Modern Political Theory. Vikas: New Delhi. Almond and Powell. (1966). Comparative Politics: A Developmental Approach, Boston.
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	<p>Little Brown.</p> <ul style="list-style-type: none"> J.A. Bill and R. Hardgrave. (1973). Comparative Politics: The Quest for Theory. Columbus, Merrill.
Reference Books:	<ul style="list-style-type: none"> Barke & Ernest. (1951). Principles of Social and Political Theory. Calcutta: Oxford University Press. Hewood & Andrew (2000). Political Theory. New Delhi: Vikas. D. D. Basu. (1978). Introduction to International Politics. New Delhi: Prentice Hall.


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Code	FOREIGN POLICY OF INDIA	Total Lecture: 60
AH23PS012		LTPC 4-0-0-4

Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> To demonstrate basic understanding of concepts and practices relevant to Indian Foreign Policy. To understand about the internal and external determinants of Indian foreign policy and its evolution since independence. To highlight the central realities, issues and developments pertaining to India's foreign policy at the bilateral, regional and global levels.
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UNIT	CONTENT	HOURS
I	Indian Foreign Policy Evolution and Development, Salient features, Principles and Determinants	12
II	India's Relations with Neighbouring Countries: Pakistan, Bangladesh, Bhutan, Sri Lanka, Afghanistan	12
III	Changing dimensions of India's Post-Cold War Relations with United States of America, Russia, China	12
IV	Regional Organisations: SAARC, ASEAN, BRICS	12
V	Contemporary International Issues: Human Rights, Globalisation, Environment, Disarmament, Cross Border Terrorism	12

Course Outcome (as per Bloom's Taxonomy)

At the end of the course the students will be able to:

CO1	Assemble¹ their knowledge and reflect on ways to understand the evolution of Indian Foreign Policy.
CO2	Illustrate² proficiency in geopolitical concerns and its impact on the Foreign Policy.
CO3	Demonstrate² understanding of the environment in which Foreign Policy operate.
CO4	Employ³ theoretical as well as practical knowledge of the working of the relations between countries.
CO5	Develop³ an awareness of the major security challenges facing the country in the 21st century.

Text Books:	<ul style="list-style-type: none"> Ahmed, Imtiaz (1993): State and Foreign Policy: India's Role in South Asia, Delhi: Vikas Publishing House Ltd. Malone M David, (2011): Does the Elephant Dance? Contemporary Indian Foreign Policy, London: Oxford University Press.
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Reference Books:	<ul style="list-style-type: none"> Prasad, Bimal (1996). India's Foreign Policy: Studies in Continuity and Change, New Delhi: Vikas. Bandyopadhyaya, Jayanta (1970). The Making of India's Foreign Policy, New Delhi: Allied
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Bachelor of Arts (B.A.)**Program Educational Objectives (PEOs)**

The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative knowledge in their professional as well as personal lives.


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SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

Bachelor of Arts

(Psychology)

**w.e.f
2023-24**



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Table: 3.4
Discipline Specific Electives (DSE)

2023-24 onwards
Track: Psychology

Semester	Course Code	Course Title	Contact Hours per Week		Credits	ESE Duration (Hours)		Weightage (Theory)						Weightage (Practical)			GT			
			L	T		P	MSE	ASG	TA	ATTB	ToT	Internal Assessment (IA)			ESE	GT		CE*	ESE	ToT
												ASG	TA	ATTB						
I	AH23PY001	Introduction to Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY002	Social Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY003	Abnormal Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
IV	AH23PY004	Health Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY005	Bio-Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
V	AH23PY006	Psychological Assessment	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY007	Organizational Behaviour	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
VI	AH23PY008	Applied Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY009	Counselling Psychology	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100		
VIII	AH23PY0010	Life Span Development Psychology	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100		
	AH23PY0011	Environmental Psychology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		
	AH23PY0012	Psychological Statistics	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100		

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SEMSETER- I

Code	INTRODUCTION TO PSYCHOLOGY	Total Lecture:60
AH23PY001	LTPC	4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the meaning and scope of psychology. To recognize the foundation and approaches to psychology. To analyse the basic theories of Personality. To explore the concepts of cognition including Attention, Thinking and Emotions. To examine the theories of Learning and Memory. 	
UNIT	CONTENT	HOURS
I	Introduction: Meaning, Goals and History of psychology. Foundation – four waves of psychology. Schools of thought – Structuralism, Functionalism, Behaviourism, Psychoanalysis, Humanistic (Person-Centred, Existential, Gestalt) and Cognitive.	12
II	Perception and Attention: <u>Perception:</u> Concept and processes. Biology of perception. Perception of space, depth & movement. Illusions- McGurk effect, Muller Lyer & Ponzo illusion. Perceptual organizations. <u>Attention:</u> Concept and determinants. Theories of attention. <u>Sensation:</u> Concept and theories.	12
III	Emotion: Nature and concept. Physiology of emotions. Theories of emotions. Motivation – Concept and types of motives. Theories of motivation (Need hierarchy Model).	12
IV	Memory: Concept and types – Sensory Motor Memory, Short Term Memory (STM), Long Term Memory (LTM). Stages of memory – Encoding, Storage & Retrieval. Theories of Memory – Multi store model, Levels of processing. Working memory model, Miller's magic number and Memory decay. <u>Forgetting</u> – Nature and concepts. <u>Learning:</u> Concept and theories.	12
V	Personality & Intelligence: <u>Personality</u> – Definition and factors influencing personality. Theories – Type & Trait approach, Five Factor Model, Psychoanalytical approach, Social cognitive approach and Humanistic approach. <u>Intelligence</u> – Definition, nature and types of intelligence. Theories of Intelligence. <u>Thinking</u> – Concepts of thinking. Imagery and Concept formation. Piaget's theory and inductive, deductive and transductive reasoning. Problem solving and decision making.	12
Course Outcomes (As per Bloom's Taxonomy)		


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After successful completion of course students will able to:	
CO1	Outline¹ the foundation and scope of Psychology.
CO2	Extend² the various concepts and physiology of emotions.
CO3	Interpret³ the environment in relation to attention and perception.
CO4	Compare⁴ the processes of memory and forgetting.
CO5	Examine⁵ the personality of an individual based on theories.
Text Books:	<ul style="list-style-type: none"> • Morgan, King & Weiss. An Introduction to Psychology. New York: McGraw Hill Publication. • Atkinson & Atkinson. (1990). Introduction to Psychology. Boston: Cengage Learning • Zimbardo, P.G. & Gerrig, R.J. (2010). Psychology and Life. Delhi: Allyn & Bacon. • Baron, R.A. (1995). Psychology: The Essential Science. New York: Allyn & Bacon. Pearson Longman. (South Asian Ed.)
Reference Books:	<ul style="list-style-type: none"> • Comer & Gould. (2011). Psychology around Us. Noida: Wiley India. • Chada, N.K. & Seth, S. (2014). The Psychology Realm: An Introduction. New Delhi: Pinnacle Learning. • Lefton, L.A. (1985). Psychology. Boston: Allyn & Baron. • Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior. New Delhi: Tata McGraw Hill. (3rd Edition).


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SEMSETER- II


Code	SOCIAL PSYCHOLOGY	Total Lecture:60
AH23PY002	LTPC	4-0-0=4
Course Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Social Psychology. • To recognize the relation between social psychology and other disciplines. • To analyse the concept of group formation. • To explore the idea of conformity. • To examine the interpersonal attraction within society. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature, history and concept of Social Psychology. Methods used – Experimental, Correlational, Cross-sectional and Content Analysis. Approaches: Genetic, Learning, Cognitive and Psychoanalytic.	12
II	Conformity: Meaning, concept and nature of conformity, determinants, pro – social behaviour (nature and determinants).	12
III	Groups: Meaning and concept of group, Group formation, decision making among groups, social facilitation, social loafing, leadership (Theories and Styles).	12
IV	Social Perception: Forming impressions. Non-verbal cues and Central traits. Methods of information integration. Attribution – concept and theories.	12
V	Interpersonal Attraction: Concepts, nature, determinants and theoretical explanation.	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Describe ¹ the meaning of Social Psychology.	
CO2	Illustrate ² the concept of social loafing and social facilitation.	
CO3	Employ ³ the concept of social perception.	
CO4	Identify ¹ the explanation of interpersonal attraction.	
CO5	Experiment ⁴ the idea of conformity.	
Text Books:	<ul style="list-style-type: none"> • Taylor & Shelley. <i>Social Psychology</i>. • Baron & Byrne. <i>Social Psychology</i>. • Hussain & Akbar. <i>Social Psychology</i>. Pearson. • Myers, D.G. (1988). <i>Social Psychology</i>. N.Y. McGraw Hill. • Brehm & Kasin S.M. (1993). <i>Social Psychology</i>. • Lindzey & Aranson. (1985). <i>Handbook of Social Psychology</i>. Amerind. Vol: I & III. NDV. 	


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Reference Books:	<ul style="list-style-type: none"> • Misra, G. (1989). <i>Applied Social Psychology</i>. • Secord K. Beckman. <i>Social Psychology</i>. • Janak Pandey. <i>Psychology in India</i>. • Kassin, S., Fein, S., & Markus, H.R. (2008). <i>Social Psychology</i>. New York. Houghton Mifflin. • Hewston, Stroebe & Jonas. (2016). <i>An Introduction to Social Psychology</i>. Wiley & Sons.
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SEMSETER- III

Code	ABNORMAL PSYCHOLOGY	Total Lecture:60
AH23PY003		LTPC 4- 0- 0=4
Learning Objectives:	<p>This course aims:</p> <ul style="list-style-type: none"> To understand the various mental health issues. To recognize the diagnostic criteria for the several mental health challenges. To analyse the categorization of disorders based upon the age and development. To explore different techniques used for the treatment of disorders. To examine the kind of therapy used for each disorder. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature & Concept of normality and abnormality. Classification of disorders – DSM 5 and ICD – 11. Diagnosis – History taking and Mental Status Examination. Approaches to psychopathology – Psychodynamic, Behaviouristic, Cognitive, Humanistic and Existential.	12
II	Developmental disorders: Concepts and meaning. Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Learning Disability, Cerebral Palsy and Intellectual Disability.	12
III	Personality Disorders: Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder, Narcissistic personality disorder, Histrionic personality disorder, Borderline personality disorder, Antisocial personality disorder, Obsessive – Compulsive personality disorder, Avoidant personality disorder, Dependent personality disorder.	12
IV	Neurotic & Stress Disorders: Neurotic: Concept and factors. Anxiety disorders – Generalized anxiety disorder. Phobia – Specific phobias. Obsessive-Compulsive disorder. Stress disorders: PTSD.	12
V	Psychotic & Psychosomatic disorders: Psychotic disorders – Schizophrenia, Mood disorders (Bipolar Affective disorder), Brief psychotic disorder, Delusional disorder and Substance abuse disorder. Psychosomatic disorders – Hypochondria, Hysteria.	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Define ¹ the nature and concept of Psychopathology.	

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CO2	Explain ² the various disorders related to mental health.
CO3	Examine ³ the mental disorders based on the symptoms.
CO4	Differentiate ⁴ the mental health challenges into specific type.
CO5	Implement ⁵ the specific therapies used to treat particular disorders.
Text Books:	<ul style="list-style-type: none"> • Sarason & Sarason (2013). Abnormal Psychology. New Delhi: Pearson. (10th Edition). • Carson Butcher & Minoka (2018). Abnormal Psychology & Modern Life. New Delhi: Pearson. • Davidson & Neale. (1990). Abnormal Psychology. Delhi: Wiley (7th Edition) • Korchin S.J. (1986). Modern Clinical Psychology. • A.K. Singh (2016). Asamanya Manovigyan. Varanasi: Motilal Banarsidas.
Reference Books:	<ul style="list-style-type: none"> • Lamm, A. (1997). Introduction to Psychopathology, NY: SAGE • Oltman and Emery (2015). Abnormal Psychology, Virginia: University of Virginia • Robert Carson, James Butcher, and James Colman (1991). Abnormal Psychology. Boston: Scott Foresman


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SEMSETER- IV

Code	HEALTH PSYCHOLOGY	Total Lecture:60
AH23PY004		LTPC 4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Health Psychology. To recognize the various theories and approaches to health psychology. To analyse the models of health Psychology. To explore the effects of stress over health. To examine the health affecting lifestyle and habits. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and Laws of Health Psychology, Role of Health Psychologist, Research methods- experimental, Correlational studies, quasi- experimental studies, genetic Research.	12
II	Stress and It's Effects: Nature and types of stress, causes and consequence. Stress management and social support.	12
III	Approaches: Biological, Psychological, Social and Cultural models; Biopsychosocial Model, Health belief models.	12
IV	Lifestyles: Difference and consequences of a healthy and an unhealthy lifestyle. Behaviours: Type A behaviour pattern, Cancer, Diabetes, CHD, GID (Gastro Intestinal Tract Disorders) Health Promoting Life Styles – Psychological and Behavioural measures (Non-Smoking, Non-Drinking).	12
V	Health issues related to specific population: Malnutrition, Obesity, Anorexia Nervosa, Bulimia Nervosa, Women; PCOs, Infertility and Miscarriage Elderly: Dementias, Parkinson Disease Health promotion, awareness and support: Nutrition, Diet, Exercise, Yoga.	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Explain² the meaning of Health psychology.	
CO2	Examine³ the concepts of healthy lifestyle,	
CO3	State¹ the effects of stress on the overall health of an individual.	
CO4	Identify³ the various models of health psychology.	
CO5	Test⁴ the ways and activities to be incorporated in order to develop a healthy life.	
Text Books:	<ul style="list-style-type: none"> Sarafino, (2011). <i>Health Psychology</i>. New York. Willey. 	


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	<ul style="list-style-type: none"> • Bennett, O., Weiman, J., & Spurgeon, P. (Eds.). (1990). <i>Current Development in health Psychology</i>. U.K. Harwood Academic Publishers. • Feuerstein, M., Elise, R.L. & Kuczmierczyk, A.K. (1986). <i>Health Psychology: A Psychological Perspective</i>. New York. Plenum Press. • Friedman, D. & Mateo. (1989). <i>Health Psychology</i>. New York. Prentice Hall.
Reference Books:	<ul style="list-style-type: none"> • Marks, D.F., Murray, M., Evans, B., & Willig, C. (2000). <i>Health Psychology: Theory, Research and Application</i>. New Delhi. Sage Publication. • Misra, G. (Ed.). (1999). <i>Psychological Perspective on Stress and Health</i>. New Delhi. Concept. • Pestonjee, D.M. (1999). <i>Stress and Coping: The Indian Experience</i>. New Delhi. Sage Publication. • Spaceman, S., & Oskamp, S. (1988). <i>The Social Psychological of Health</i>. New York. Sage Publication. • Taylor. (2014). <i>Health Psychology</i>. McGraw Hill Education.


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SEMSETER- V

Code	BIO-PSYCHOLOGY	Total Lecture: 60
AH23PY005	LTPC	4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of biopsychology. To recognize the various neural pathways and their significance. To analyse the sensorimotor systems. To explore the biology and different patterns of behaviour. To examine the concept of Neuro-plasticity. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and History of biopsychology. Cells and nerve impulses, Neural conduction and Synaptic transmission.	12
II	Brain Anatomy: Central Nervous System (CNS), Autonomic Nervous System (ANS) – reflexes. Lobes of brain, Brain & Behaviour – Arousal, Attention, Sleep (Dreaming, Circadian rhythm).	12
III	Chemical determinants of behaviour: Hormones and behaviour, Eating and drinking mechanisms, Sensorimotor systems (hearing, touch, smell and taste).	12
IV	Neural and chemical aspects of behaviour: Neuro-plasticity – Regeneration, degeneration and reorganization, Psychoneuro-immunology.	12
V	Cognition and Emotion: Emotions, stress & health, Lateralization, Language and Split brain.	12
Course Outcomes (As per Blooms' taxonomy)		
After successful completion of course students will able to:		
CO1	Outline¹ the nature and concept of Biopsychology.	
CO2	Demonstrate² the brain anatomy.	
CO3	Categorize⁴ the neural pathways responsible for sensorimotor activities.	
CO4	Conclude² the various correlate of chemical aspects of behaviour.	
CO5	Analyze⁶ the patterns of cognition and emotion.	
Text Books:	<ul style="list-style-type: none"> Kalat. (1990). Biological Psychology. Delhi: Cengage learning. Pinel. (2013). Introduction to Biopsychology. New Delhi: Pearson. Levinthal, C.F. (1996). Introduction of Physiological Psychology. New Delhi: CBS, Prentice Hall, 3rd Edition. 	


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Reference Books:	<ul style="list-style-type: none"> • Strickberger, M.W. (1993). Genetics. London: MacMillan, • Steen, R.G. (1996). DNA & Destiny: Nature and Nurture in Human Behaviour Plenum, New Delhi, Springer. • Plomin, R. DeFries J.C. & McClearn G.E. (2000). Behavioural Genetics. New York. W.S. Freeman and Co.
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Code	PSYCHOLOGICAL ASSESSMENT	Total Lecture: 60
AH23PY006	LIPC	4-0-0-4
Learning objective:	<p>This course aims:</p> <ul style="list-style-type: none"> To understand the concept of Assessment and testing. To recognize the importance of measurement aspects of psychology. To analyze the nature of testing. To explore the process of test construction. To examine reliability and validity of test. 	
UNIT	CONTENT	HOURS
I	Psychological Measurement: History of Psychological Measurement, Levels of Measurement (Scales), Measurement theory, Errors and Sources of Error in Measurement, Psychological Testing: Nature, Uses of Psychological testing, Characteristics of a good test, Types of Tests, Test Administration: Effect of Examiner and Situational variables; Examinee's perspective; Effect of training on test performance.	12
II	Test Construction: Steps of test construction, Item Writing, Design of Ability tests, Design of Performance test	12
III	Reliability: Meaning, Types of Reliability Analysis (Methods), Factors affecting Reliability, Validity: Meaning, Methods for Calculating Validity, Factors affecting Validity.	12
IV	Norms: Raw Scores, Raw Scores transformations, Types of Norms, Legal, Ethical & Social Issues in Psychological Testing	12
V	Research: types of research- quantitative and qualitative.	12

Course Outcomes Course Outcomes (As per Blooms' taxonomy)


After successful completion of course students will able to:

CO1	Describe ¹ the meaning of assessment and measurement.
CO2	Articulate ² the concept of history of measurement.
CO3	Classify ³ the various types of psychological test.
CO4	Identify ⁴ the types of qualitative and quantitative research.
CO5	Question ⁴ the ethical issues in psychological testing.


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Text books:	<p>Aiken, L.R. & Groth- Marnat, G. (2009). Psychological Testing and Assessment (12th ed) Delhi: Pearson.</p> <p>Anastasi, A. & Urbina, S. (1997). Psychological Testing (7th ed) NY: Prentice- Hall.</p> <p>Gregory, R.J. (2004). Psychological Testing: History, Principles, & Applications (4th ed) New Delhi: Pearson Education.</p> <p>Husain, A. (2012). Psychological Testing. Delhi: Pearson.</p> <p>Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). Psychological Testing. New Delhi: Sage.</p> <p>Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.</p>
Reference books:	<p>Husain, A. (2012). Psychological Testing. Delhi: Pearson.</p> <p>Miller, L.A., Lover, R.L. & McIntire, S.A. (2013). Psychological Testing. New Delhi: Sage.</p> <p>Singh, A.K. (2008). Tests, Measurements and Research Methods in Behavioral Sciences. Patna: Bharati Bhawan.</p>


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SEMSETER- VI


Code	ORGANIZATIONAL BEHAVIOUR	Total Lecture: 60
AH23PY007	LTPC	4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Organizational Behaviour. • To recognize the various aspects of working in an organization. • To analyse the kind of work environment required for a healthy mind. • To explore the techniques for building strong organizational relationship. • To examine the issues in an organizational setting. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept, meaning and nature of organizational behaviour. Historical background and Human Relations Movement-Hawthorne Studies.	12
II	Significant people in Organization: Biographical characteristics, personality: Definition and Measurement, Motivation-Concept and Theories - Maslow, Herzberg, and Vroom. Motivating Techniques- Job-Enlargement, Job Enrichment, and Job Characteristics Model	12
III	Communication: Meaning and concept of communication in an organization. Models and barriers of communication. Skills involved and network of communication. Cross - cultural communication and listening.	12
IV	Group & Leadership: Nature, types, stages and strategies of group development. Leadership - Nature, concept and types of leadership. Contemporary issues and contingencies theories.	12
V	Organizational Development: Nature, forces and approaches to Organisational change. Strategies in managing change. Organizational development: intervention strategies in Organizational development.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Define¹ the meaning of Organizational behaviour.	
CO2	Classify² the concepts of leadership.	
CO3	Examine⁴ the significance of various theories of organizational approach.	
CO4	Identify¹ the techniques for maintaining a healthy environment in the organization.	


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CO5	Implement ³ the patterns or behaviours for the betterment of an organization.
Text Books:	<ul style="list-style-type: none"> • Robbins S.P. (2000). Organizational Behaviour: Concepts, Controversies & Application. New Delhi. 7th Ed. • Luthans. Organizational Behaviour. • Pareek, U. (2010). Understanding Organizational Behaviour. Oxford. Oxford University Press. • Prakash, A. (2011). Organizational Behaviour. New Delhi. Prentice Hall of India. (12th Ed.). • Pfeffer J. (1994). Competitive Advantage through People - Unleashing the Power of Work Force. Boston. Harvard Business Scholl Press. • Dunnette M.D. & Hough, L.M. (1992). Handbook of Industrial and Organizational Psychology. Palo Alto Consulting Psycho Press. 2nd Ed.
Reference Books:	<ul style="list-style-type: none"> • Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations. India. Dorling Kindersley. (9th Ed.) • Griffin, R.W. & Mourhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi. Biztantra Publishers. • Landy, F.J. & Conte, J.M. (2007). Work in the 21st century: An Introduction to Industrial and Organizational Psychology. New York. Wiley Blackwell. • Schermerhorn, J.R., Hunt, J.G. & Osborn, R.N. (2008). Organizational Behaviour. New Delhi: Wiley India Pvt. Ltd. (10th Ed). • Singh, K. (2010). Organizational Behaviour: Texts & Cases. India. Dorling Kindersley. • Sinha, J.B.P. (2008). Culture and Organizational Behaviour. New Delhi. Sage.


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Code	APPLIED PSYCHOLOGY	Total Lecture: 60
AH23PY008		LTPC 4-0-0-4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the meaning of applied psychology. To recognize the various concepts of psychology in daily use. To analyse the different areas of society where psychology is significant. To explore the nature and techniques used in health, sports, military and forensic psychology. To examine the concept of organizational and positive psychology. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature, scope and goals of Applied psychology. Human assessment (psychomotor & spatial, verbal & non-verbal) Health Psychology: Nature and concept. Role of a psychologist. Bio-psychosocial Model and Approaches to health psychology (Clinical, Public health community and critical health psychology).	12
II	Positive Psychology: Meaning, nature and scope of positive psychology. History and Five founding fathers. Strengths and virtues. Theories – Paths to Happiness, PERMA Model and Flow. Positive interventions.	12
III	Organizational Psychology: Meaning and concept. Historical background and methods used (Survey, Experimental, Quasi-Experimental and Observational). Job Analysis (Job Satisfaction, Job Environment, Occupational Health and Well-Being, Occupational Stress and Climate, Workplace Bullying and Motivation in the Workplace). Team Effectiveness and Composition.	12
IV	Sports And Military Psychology: Sports Psychology: Nature and Goals. Motivation and Performance. Role of Sports Psychologist and Cognitive, Social Aspects of Individual and Team Sports. Military Psychology: Nature and Scope. Training and Selection. Assessment of Psychomotor, Spatial Abilities, Personality, Interest and Aptitude. Motivation and Moral.	12
V	Environmental and Educational Psychology: Environmental Psychology: Concept, meaning and goals. P-E Transaction Model, environment paradigm and paradigm. Crowding – Personal space and Territoriality.	12


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	<u>Educational Psychology</u> : Nature, meaning and scope. Cognitive styles and Learning strategies, Language issues, characteristics of effective teachers, creativity, Multiple intelligence, reading and writing skills. Techniques and special education for children (Gifted, Learning disability and Intellectual disability).	
Course Outcomes		
After successful completion of course students will able to:		
CO1	Identify ¹ the scope of Applied psychology.	
CO2	Infer ² the concepts of Health psychology.	
CO3	Examine ³ the idea of Positive psychology.	
CO4	Analyze ⁴ the various areas of psychological intervention in the society.	
CO5	Apply ⁵ the principles of the psychology practically.	
Text Books:	<ul style="list-style-type: none"> • Singh, A.P. Applied Psychology, Pearson. • Arnold, D.L.U. & Nation, J.R. (1989). Sports Psychology. Chicago. Nelson Hall. • Mohan, J. (1996). Recent Advances in Sports Psychology. New Delhi. • Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology. NY. Harcourt Brace. • Mohanty, G. (2010). Industrial Psychology and Organizational Behaviour. Delhi. Kalyani Publishers. 	
Reference Books:	<ul style="list-style-type: none"> • Gifford, R. (2007). Environmental Psychology Principles and Practice. Optimal Books, Kolkata. • Moran A.P. (2012). Sports and Exercise Psychology. New York. Routledge Publications. 	


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SEMESTER -VIII

Code	COUNSELLING PSYCHOLOGY	Total Lecture:60
AH23PY009		LTPC 4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Counselling. • To recognize the various mental health challenges in counselling. • To analyse the roles of counsellor and client. • To explore the process of counselling. • To examine the areas of counselling. 	
UNIT	CONTENT	HOURS
I	Counselling: Historical Perspective, Educational, Developmental, and Preventive Models; Ethical Issues in Counselling.	12
II	Counsellor and the Counselee: Expectations and Goals; Characteristics of Counselee and Counsellor; Role and Functions of the Counsellors.	12
III	Counselling Process: External Conditions and Preparation; Structuring the Counselling Relationship; Counselling Interview and Degrees of Lead by Counsellor; Non-verbal Behaviour.	12
IV	Areas of Counselling: Educational, Career, Marital and Gerontological; Stress Management-Oriented Counselling; Counselling for Terminal Disease Patients: Cancer and HIV /AIDS.	12
V	Techniques of Counselling: Indian techniques: Yoga and Meditation, Counseling Technology and Expressive Techniques: Art, Music, Play and Dance. Trends of Counseling: The Role of Government of India and Universities, Present Status and Movements of Counseling.	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Understand the meaning of counselling.	
CO2	Explore the model for counselling.	
CO3	Recognise the process and conduction of counselling process.	
CO4	Identify the various rehabilitative techniques.	


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COS	Recognise the psychological treatment for cancer and HIV/AIDS patients.
Text Books:	<ul style="list-style-type: none"> • Cormier, S., & Hackney, H. (2013) <i>Counselling strategies and interventions</i> (8th International Edition). London: Pearson. • Gladding, S. T. (2014). <i>Counselling: A comprehensive profession</i>. New Delhi: Pearson Education. • Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). <i>Handbook of counselling psychology</i> (3rd Ed). London: Sage Publication Ltd.
Reference Books:	<ul style="list-style-type: none"> • Erford, B. (2013) <i>Orientation to the counselling profession: Advocacy, ethics, and essential professional foundations</i> (2nd Ed.). London: Pearson. • Fouad, N.A. (Ed) (2012) <i>APA Handbook of counselling psychology</i>. Washington: American Psychological Association. • Gelso, C. J., & Fretz, B. R. (2000). <i>Counselling psychology</i> (2nd Ed). KY: Cengage Learning. Delhi.


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Code	LIFE SPAN DEVELOPMENTAL PSYCHOLOGY	Total Lecture: 60
AH23PY0010		LTPC 4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Developmental Psychology. To recognize the various stages of human development. To analyse the different theories of development. To explore the cognitive and learning developmental stages. To examine the attachment styles of an individual. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and Laws of human development. Methods of studying development – Cross – sectional, Longitudinal and case studies: Physical and motor development.	12
II	Theories of development: Nature-Nurture debate, Personality theories (Freud, Erikson, and Maslow), Ecological theories (Bronfenbrenner) and Ethological theories (Lorenz).	12
III	Theories of Cognitive and Language development: Nature and concept, Piaget, Vygotsky and information processing. Stages of Language development – Chomsky and Skinner.	12
IV	Moral and Emotional developmental: Nature and theories – Kohlberg and Piaget. Stages in development – Childhood, Adolescence and Adulthood.	12
V	Social Development: Meaning and play interest. Socialization – nature and agents, Theory of Attachment (John Bowlby).	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Analyze ⁴ the meaning of developmental psychology.	
CO2	Define ¹ the concepts of developmental stages.	
CO3	Estimate ³ the significance of various theories of development.	
CO4	Infer ³ the cognitive and moral, motional stages of human development.	
CO5	Examine ⁴ the Attachment styles and patterns of social development.	
Text Books:	<ul style="list-style-type: none"> Berk, L.E. (2004). Child Development. Pearson. (6th Ed.). Schaffer & Kipp (2009). Developmental Psychology. Wadsworth Publishing. Siegler. (2009). Developmental Psychology. Wadsworth Publishing. Hurlock. (2001). Developmental Psychology. McGraw Hill. 	


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	<ul style="list-style-type: none"> • Brodzinsky, D.M.; Gormly A.V. & Ambron, S.R. (1986). Life Span Human Development. New Delhi: CBS Pub. • Heatherington, E.M. & Parks, R.D. (1986). Child Psychology. New York: McGraw Hill's
Reference Books:	<ul style="list-style-type: none"> • Santrock, J.W. (1999). Life Span Development. New York: McGraw Hill. • Srivastava, A.K. (1998). Child Development: An Indian Perspective. New Delhi: NCERT. • Grewal, J.S. (2004). Early Childhood Education. (1st Ed.) • Papaliya. (2014). Developmental Psychology. McGraw Hill. • Brodzinsky, D.M.; Gormly A.V. & Ambron, S.R. (1986). Life Span Human Development. New Delhi: CBS Pub.s


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Code	ENVIRONMENTAL PSYCHOLOGY	Total Lecture: 60
AH23PY0011		LTPC 4-0-0-4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Environmental Psychology. To recognize the various aspects of research related to environmental psychology. To analyse the ideas related to environmental approaches. To explore the concepts of stress related to environment. To examine the ethics of environment. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept, nature and development of environmental psychology. History of environmental psychology, environmental perception, cognition and attitudes. Research involved in the area.	12
II	Environmental theories: Barker's ecological approach, Under stimulation approach, Optimal stimulation, Behaviour constraint, Arousal and Environmental load.	12
III	Personal environment: Concept, necessity and threats. Personal space, territoriality, behaviour and architecture.	12
IV	Stress related to environment: Crowding and Urban stress, Natural disaster and Technological problems, noise, heat and air pollution.	12
V	Modification of behaviour: Pro - environmental behaviour, changes need to be made, Environmental ethics and values.	12
Course Outcomes		
After successful completion of course students will able to:		
CO1	Demonstrate ² the meaning of Environmental Psychology.	
CO2	Define ¹ the concept of various approaches to environmental psychology.	
CO3	Outline ² the various techniques of pollution control and mental peace.	
CO4	Test ⁴ the application of pro - environmental behaviour.	
CO5	Examine ⁴ the significance of Personal space.	
Text Books:	<ul style="list-style-type: none"> Fisher, J.D., Bell, p. Baum, A. (1984). Environmental Psychology. New York, Holt Rinehart & Winston. 2nd edition. Robert, B. (1997). Environment and Behaviour: An Introduction. London: Sage publications. 	


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Reference Books:	• Nagar, D. (2006). <i>Environmental Psychology</i> . New Delhi. Concept publishing Company.
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Code	PSYCHOLOGICAL STATISTICS	Total Lecture: 60
AH23PY0012		LTPC: 4-0-0-4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Statistics in psychology. To recognize the various concepts of Hypothesis testing. To analyse the different methods of testing correlation between variables. To explore the measurement of variability and Normal distribution. To examine the concept of Qualitative analysis. 	
UNIT	CONTENT	HOURS
I	Introduction: Meaning and Concept of Psychological Statistics. Components of Data: Problem and Hypothesis, Variables, Sampling: Nature and Types. Levels of Measurement. Parametric and Non-parametric: Data, Descriptive and Inferential and Quantitative and Qualitative Data.	12
II	Frequency distribution: Frequency Distribution: Ungrouped and Grouped data, Tally table Pictorial and Graphical representation data: Bar diagram, Histogram, Frequency Polygon and Ogive Curve. Normal Distribution: Concept and Characteristics of Normal Probability Curve; Deviation from NPC – Skewness and Kurtosis.	12
III	Measures of Central Tendency and Variability: Mean, Median and Mode, Concept of Variability, Range, Average Deviation and Quartile Deviation; Standard Deviation.	
IV	Correlation: Meaning and concept and Types. Linear and Non-linear correlation. Biserial Correlation: Pearson's Product-Moment Correlation, Spearman's Rank-order Correlation, Chi-square test.	12
V	Hypothesis Testing: Nature and its types of hypotheses, Critical area, Type-1 and Type-2 error. Computation: z-test, t-test, One way ANOVA.	12
Course Outcomes (As per Blooms' taxonomy)		
After successful completion of course students will able to:		
CO1	Define ¹ the meaning of Statistics in psychology.	
CO2	Infer ² the concepts of Statistical data and analysis.	


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CO3	Outline³ the idea of variability and Normal distribution.
CO4	Identify⁴ the graphical representation of Frequency distribution.
CO5	Categorize⁵ the methods of Qualitative data analysis.
Text Books:	<ul style="list-style-type: none"> • Garrett. (2005) Psychology and Statistics. New Delhi: Paragon international Publisher. • Mangal. (2002). Statistics for Psychology & Education. New Delhi: PHI learning Pvt. Ltd. • Kerlinger F. N. (1983). Foundations of Behavioral Research. New York: Surjeet Publication.
Reference Books:	<ul style="list-style-type: none"> • Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. New Delhi: India. Pearson Education, Prentice Hall. (4th Ed). • Chadha, N.K. (1991). Statistics for Behavioral and Social Science. New Delhi: RELIANCE Pub. House. • Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.


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Bachelor of Arts (B.A.)

Program Educational Objectives (PEOs)

The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative knowledge in their professional as well as personal lives.


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SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

Bachelor of Arts

(Sociology)

**w.e.f
2023-24**



**School of Arts, Humanities and Social
Sciences**


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Table 3.1
Discipline Specific Electives (DSE)
2023-24 onwards
Track: Sociology

Semester	Course Code	Course Title	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)						Weightage (Practical)			GT		
			L	T	P			Internal Assessment (IA)						ESE	GT	CE ^{As}		ESE	ToT
								MSE	ASG	TA	ATTD	ToT							
I	AH23SC001	Basic Concept of Sociology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC002	Indian Society	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC003	Social Problems in India	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
IV	AH23SC004	Social Change and Social Control	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC005	Urban Society in India	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
V	AH23SC006	Sociological Thinker	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC007	Rural Society in India	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC008	Health Sociology	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
VII	AH23SC009	Sociology of Change and Development	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC0010	Gender and Society	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC0011	Environment and Society	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
VIII	AH23SC0012	Education and Society	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	
	AH23SC0013	Society	4	-	-	4	3	20	05	05	10	40	60	100	-	-	-	100	

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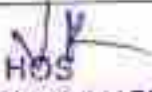
SEMESTER -I

Code	BASIC CONCEPTS OF SOCIOLOGY	Total Lecture:60
AH23SC001		LTPC= 4- 0 - 0 = 4
Course Objectives:	This course aims: <ul style="list-style-type: none"> To understand the meaning and scope of sociology. To recognize the foundation and approaches to social institutions. To analyse the basic aspects of culture. To explore the different methods of societal assessment. To examine the social events and protests. 	
UNIT	CONTENT	HOURS
I	Emergence of Sociology : Tradition of India Thinking. Sociology. Meaning , Scope, Subject Matter, Importance,Nature. Origin and Development of Sociology Development of Sociology in India Development of Sociology in M.P. Sociology as a Science Humanistic Orientation in Sociology. Relationship with other Social Sciences. Sociology and Profession	10
II	Basic Concepts- Society, Relation between Individual and Society ,Community, Association ,Institution, Social Group,Social Structure and Function, Status and Role	14
III	Social Organization and Institutions: Concept, Emergency, Development, Forms and Challenges , Social Organization, Social System, Family Kinship, Marriage, Caste, Class and Power, Education	12
IV	Socio-Cultural Processes: Culture Meaning, Characteristics, Types,Components of Cultures,Cultural lag, Culture and Civilization Socialization Meaning, Characteristics, Stages, Agencies, Types, Importance Social Processes Cooperation, Accommodation, Assimilation, Competition Sanctions, Conflict, Moral Norms and Values	12
V	Social Control and Change: Social Control Meaning, Characteristics, Types, Means of Social Control Social Stratification Meaning, Characteristics, Bases, Forms Social Change	12

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	Meaning, Characteristics, Factors of Social Changes, Patterns of Social Changes Social policy and action Social policy – Meaning, Importance of social policy.	
Course Outcomes (As per Blooms' taxonomy)		
After successful completion of course students will able to:		
CO1	To list ¹ about the sociological perspective.	
CO2	To classify ² different sociological theories, social problems and issues	
CO3	To generalize ³ theoretically-informed recommendations to address current social	
CO4	To demonstrate ⁴ the utility of the sociological perspective for their lives.	
CO5	They will be able to criticize ⁵ different sociological theories.	
Text Books:	<ul style="list-style-type: none"> • Maelver, Robert M & Charles Hunt Page (1949) Society: An Introductory Analysis, New York • Betelle Ander (19956) Caste Class & Power, California University, Berkeley. • Gharye GS (1961) Caste, Class & occupation, Popular Book Depot. Bombay. • Ogdurn & Ninkoff (1947) Hand Book of sociology, K.PAUL, Trench, Prebner and Comp. Ltd. London. • Giddens, A. (2006). Sociology (5th ed.) Oxford University Press. London • Horton and Hunt. (1964) Sociology - The Discipline and its Dimension: New Center Book Agency, Calcutta. • Johnson, Harry M. (1988) Sociology – A Systematic Introduction, Allied Publishers Pvt. Ltd, New Delhi. • Inkeles Alex. (1977) What is Sociology- Prentice-Hall of India, Pvt. Ltd., New Delhi. • Shankar Rao C.N. (2019) Sociology- S Chand and company Ltd, New Delhi • Shankar Rao C.N. (2018) Sociology of India society – S Chand and company Ltd, New Delhi • Pandey Vinita (2016) Indian society and culture, Rawat Publication, Jaipur. • J2- Bhushan Vidya and Sachdeva D.R. (2000) Sociology, Kitab Mahal, Allahabad. 	
Reference Books:	<p>Giddens. A., 2006 15th Ed.) Sociology, London: Oxford University Press.</p> <ul style="list-style-type: none"> • Bierstadt. R. 1974. The Social Order, New York: McGraw Hill, • Horton. P.B. and CM. Hunt. 1985. Sociology New York: McGraw Hill. • Bottomore L.B 1972 sociology: A guide a problems and literature. Bombay George Allen and Unwin (India). • Hariambou. M. 1998. Sociology: Themes and perspectives, New Delhi Oxford University Press. • Inkeles. Alex. 1987; What is Sociology, New Delhi Prentice Hall of India. • John-on. Harry M. 1995. Sociology: A Systematic introduction. New Delhi: Allied Publishers 	


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SEMESTER -II


Code	INDIAN SOCIETY	Total Lecture:60
AH23SC002		LTPC=4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> This course aims at familiarizing students with the nature of Indian society. Spread over two units its contents cover important social institutions of Indian society such as Family, Kinship, Marriage, Varna and Caste. This paper aims at acquainting the students with the conceptual framework of Indian social system. It will further enable the students to understand the dynamics of social institutions. <p>Students will have the opportunity to join professional careers in Sociology and allied fields.</p>	
UNIT	CONTENT	HOURS
I	Dharma, Varna-System, Ashram – System, Purushartha, Karma, Sanskar	12
II	Caste, Class, Family, Marriage, Kinship, Lineage & Descent, Race	12
III	Structure of Indian Society, Village, City, Rural-Urban Continuum, diversity of Indian Society-Demographic, Cultural, Religious and Linguistic, Civil Society, Minority	12
IV	Family Problems – Dowry, Divorce, Domestic Violence, Problems of the Elderly, Youth Tension	12
V	Casteism, Regionalism, Communalism, Cyber- Crime, Gender Inequality, Secularism	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	To grasp ¹ the nature of Indian Society and reflect upon its various aspects.	
CO2	To apply ² sociological concepts and theories to the real world and ultimately their daily lives	
CO3	To enlighten ³ with the knowledge of theoretical as well as methodological perspectives of studying Indian Society.	
CO4	To aware ² and conscious of positive and negative impact of society by getting sociological understanding of the forces through which society moves from state of organization to disorganization.	
CO5	To provide ³ legal, psychosocial and emotional support to the innocent persons who are affected by malicious implication through dowry laws. To provide legal aid to families from weaker and needy section of society.	
Text Books:	<ul style="list-style-type: none"> M.L Gupta & D.D Sharma (2018). Indian Society, Agra: Sahitya Bhavan. John Nagle & Piero (2017). Introducing Sociology: A Graphic Guide, London: Icon Books Ltd. 	
Reference Books:	<ul style="list-style-type: none"> D.S. Baghel (2019). Sociology, Bhopal: Kailash Pustak Sadan. Deborah Carr, Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum (2018). Introduction to Sociology, Kolkata: Seagull. Bhadoriya and Patil (2019). The Basic Concepts of Sociology, Bhopal: MP Hindi Granth Academy. 	


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SEMESTER -III


Code	SOCIAL PROBLEMS IN INDIA	Total Lecture: 60
AH23SC003		LTPC= 4- 0 - 0 = 4
Learning Objectives:	This course aims <ul style="list-style-type: none"> To familiarize students with the nature of social problems. To describe the dynamics of social problems. To explain the students with the conceptual framework of Indian social problems. To interpret important social problems of Indian society such as Poverty, Rural Poverty, Unemployment in rural areas, problem related to women and children, terrorism etc. To assemble professional careers in Sociology and allied fields. 	
UNIT	CONTENT	HOURS
I	Introduction: The Concept of Social Problem, Characteristics of Social Problems, Causes and Types of Social Problems; Social Problems and Social Disorganization.	12
II	Poverty and Unemployment: The Concept- Incidence and Magnitude; Causes of Rural Poverty- Problem of the Poor and the Pains of Poverty; Strategies for Alleviating Poverty, Present Features of Unemployment in India- Types, Causes and Consequences.	12
III	Problems of Women and Children: Women's Harassment- Nature, Extent and Characteristics of Violence Against Women, Domestic Violence- Female Infanticide, Dowry. Concept and Types of Child Abuse - Incidence of Child Abuse, Causes of Child Abuse. Problem of Child Labour.	12
IV	Terrorism: The Concept- Characteristics, Objectives, Origin and Development of Terrorist Movement; Mass Support, Support Base. Terrorism in India	12
V	Crime and Delinquency: Meaning, Types, Causes, Extent of Crime in India, Penology and Rehabilitative Measures.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will be able to:		
CO1	Define¹ the nature of Indian social problems and reflect upon its various aspects.	
CO2	Illustrate² sociological concepts and theories to the real world and ultimately their daily lives.	
CO3	Create³ with the knowledge of theoretical as well as methodological perspectives of studying Indian social problems.	
CO4	Appraise⁴ impact of social problem by getting sociological understanding of the forces through which society moves from state induced problems.	
CO5	Develop⁵ legal, psychosocial and emotional support to the innocent persons who are affected by malicious implication through social problems.	


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Textbooks:	<ul style="list-style-type: none"> • Bhattacharya, S.K. (1994). Social Problems in India, New Delhi: Regency Publications. • Ahuja Ram (1987). Crime against Women, Jaipur: Rawat Publications.
Reference Books:	<ul style="list-style-type: none"> • Attachand (1987). Poverty and Underdevelopment, Delhi: Gian Publishing House. • Prasad, Narendra (2001). Population Growth and Child Labour, New Delhi: Kanishka Publishers Distributors. • Kattakayam, J.J. and J. Vadaikumchery (1999). Crime and Society, New Delhi: A.P.H, Publishing Corporation. • Kohli, A.S. and S.R. Sharma (1997). Poverty Alleviation and Housing Problem, New Delhi: Anmol Publications, Pvt. Ltd. • Kempe, R.S and Kempe C.H. (1978). Child Abuse, London: Fontana.


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SEMESTER -IV

Code	SOCIAL CHANGE AND SOCIAL CONTROL	Total Lecture:60
AH23SC004		LTPC= 4- 0 - 0 = 4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To familiarize the nature of social change and social control. To understand important social change and social control of society To interpret the conceptual framework of Social Change and Social Control. To understand the dynamics of Social Change and Social Control. To create professional careers in Sociology and allied fields with the knowledge of Social Change and Control. 	
UNIT	CONTENT	HOURS
I	Social Change: Meaning, Nature and Factors of Social Change- Biological Factors, Demographic Factors, Technological Factors, Economic Factors, Cultural Factors.	14
II	Theories of Social Change: Demographic and Biological Theories, Evolutionary, Diffusionist and Marxist Theory, Technological Deterministic Theory, Linear and Cyclical Theories	14
III	Other Concepts relating to Social Change: Social Process: Industrialization, Urbanization, Modernization and Sanskritization	10
IV	Social Evolution and Social Change in India	10
V	Social Control: Definition, Need and Importance of Social Control, Types Of Social Control, Theories of Social Control, Agencies of Social Control- Family, Propaganda, Public Opinion, Education and State, Religion.	12
Course Outcomes (as per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Define¹ the nature of social change and reflect upon its various aspects.	
CO2	Illustrate² sociological concepts and theories to the real world and ultimately their daily lives.	
CO3	Create³ with the knowledge of theoretical as well as methodological perspectives of studying Indian social change and social control.	
CO4	Appraise³ impact of social change by getting sociological understanding of the forces through which society moves from state induced changes.	
CO5	Develop⁴ legal, psychosocial and emotional support to the innocent persons who are affected by malicious implication through social change.	
Text Books:	<ul style="list-style-type: none"> Bottomore, T.B. (1972). Sociology: A Guide to Problems and Literature. Bombay: George Allen and Union (India). Maclver RM and CH Page (1953). Society, New York: Holt, Rinehart and Winston. 	
Reference	<ul style="list-style-type: none"> Gillin J L and J P Gillin (1950). Cultural Sociology, New York: The 	


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Books:	<p>Macmillan and Co.</p> <ul style="list-style-type: none"> • Kingsley Davis (1959). Human Society, New York: The Macmillan and Co. • W.E. Moore (1965). Social Change, New Delhi: Prentice-Hall of India. • Herbert Spencer (1906). First Principles, New York and London: D. Appleton & Company. • W.F. Ogburn and M.F. Nimkoff (1960). A Handbook of Sociology, London: Routledge and Kegan Paul Ltd.
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SEMESTER - V

Code	URBAN SOCIETY IN INDIA	Total Lecture: 60
AH23SC005	LTPC= 4- 0 - 0 = 4	
Learning Objectives:	<ul style="list-style-type: none"> The following course introduces the basic concepts of the discipline. The course introduces the concepts of societal groups and their identifications. The course defines the problems faced by societal groups in certain structures. The course provides a list of changes that the society undergoes and their factors. The course differentiates between various cultural and religious roles in different societies. 	
UNIT	Contents	Hours
I	Urban Sociology: Concept of urban sociology, scope and importance of urban study, characteristics of urban community, changing urban community.	12
II	Urban Society in India: Causes and impact of urbanizations, Changing patterns of urbanization in recent times, Rural-Urban continuum as cultural form	12
III	Urban Sociology in India: Emerging trends in urbanization, Factors of urbanization, Sociological dimensions of urbanization, Social consequences of urbanization,	12
IV	Changing occupational structure, and its impact on social stratification- class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, urban environmental problems	12
V	Urban Planning: Problems of urban management in India, Urban institutions, Factors affecting planning, regional planning and the links between social and spatial theory.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The student will be Identify¹ about the urban society and its various aspects in a scientific manner.	
CO2	They will explain² complexities of the urban life in a systematic way.	
CO3	They will interpret² the urban social organizations and their structures functions in a scientific, systematic and in comprehensive way.	
CO4	They will analyze⁴ the laws of development of domain and the nature of urban society.	
CO5	They will be restating³ to use the rural people and circumstances as a better resource in national growth and development.	
Text Books:	<ul style="list-style-type: none"> Quinn J A (1955). Urban Sociology, New Delhi: S Chand & Co. Pickwane C G (1976). Urban Sociology: Critical Essays, London 	


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	<p>Melhuin.</p> <ul style="list-style-type: none"> • Saunders Peter (1981), Social Theory and Urban Question, London: Hutchinson. • Bose Ashish (1978), Studies in India Urbanisation 1901-1971, New Delhi: Tata Mc Graw Hill.
Reference Books:	<ul style="list-style-type: none"> • Roman, Paddison (2001), Handbook of Urban Studies, Sage : India. • Bhavadwaj, R.K. (1974), Urban Development in India, New Delhi: National Publishing House. • Gold, Harry, (1982), Sociology of Urban Life, Englewood: Prentice Hall. • Cliff Colling Worth, J B (1972), Problems of Urban Society, UK: George and Unwin Ltd.


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Code AH23SC006	SOCIOLOGICAL THINKERS	Total Lecture:60
		LTPC= 4- 0 - 0 = 4
Course Objectives:	This course aims: <ul style="list-style-type: none"> To understand the basic methodological. To recognize the foundation and approaches to social institutions. To analyse the basic aspects of culture. To explore the different methods of societal assessment. To examine the social events and protests. 	
UNIT	CONTENT	HOURS
I	Emergence of Sociology : Emergence of sociology : political, economic, social and intellectual factors Beginnings of sociology : Comte (Positivism) , Spencer (Social Darwinism)	10
II	Durkheim Division of Labour Rules of sociological method Suicide	14
III	Karl Marx Dialectical / Historical Materialism Class and class conflict Theory of surplus value	12
IV	Max Weber Social Action and Ideal types The Protestant ethic and the spirit of Capitalism Religion and Economy	12
V	Talcott Parsons Action Systems and Pattern Variable Theory of social system	12
Course Outcomes (As per Blooms' taxonomy)		
After successful completion of course students will able to:		
CO1	To understand ¹ about the grand foundational themes of sociology	
CO2	To classify ² different sociological theories, social problems and issues	
CO3	To generalize ³ theoretically-informed recommendations to address current social	
CO4	To demonstrate ³ the utility of the sociological perspective for their lives.	
CO5	They will be able to criticize ⁴ different sociological theories	
Text Books:	<ul style="list-style-type: none"> Maclver, Robert M & Charles Hunt Page (1949) Society: An Introductory Analysis, New York. Beteille Ander (19956) Caste Class & Power, California University, Berkeley. Ghurye GS (1961) Caste, Class & occupation, Popular Book Depot, Bombay. Ogdurn & Nimkoff (1947) Hand Book of sociology, K.PAUL, Trench, Prebner 	


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	<p>and Comp. Ltd. London.</p> <ul style="list-style-type: none"> • Giddens. A. (2006). Sociology (5th ed.) Oxford University Press. London • Horton and Hunt. (1964) Sociology - The Discipline and its Dimension: New Center Book Agency, Calcutta. • Johnson, Harry M. (1988) Sociology – A Systematic Introduction. Allied Publishers Pvt. Ltd. New Delhi. • Inkeles Alex, (1977) What is Sociology- Prentice-Hall of India, Pvt. Ltd., New Delhi. • Shankar Rao C.N. (2019) Sociology- S Chand and company Ltd, New Delhi • Shankar Rao C.N. (2018) Sociology of India society – S Chand and company Ltd, New Delhi • Pandey Vinita (2016) Indian society and culture, Rawat Publication, Jaipur. • Bhushan Vidya and Sachdeva D.R. (2000) Sociology, Kitab Mahal, Allahabad.
Reference Books:	<ul style="list-style-type: none"> • Persons, Talcott, 1936, The Social System, Glencoe: The Free Press, Illinois. • Persons, Talcott, 1936, The Structure of Social Action, New York: McGraw hill, (Reprint Edition, 1949). • Durkheim, Emile, 1964, The Rules of Sociological Method, New York: Free Press. • Durkheim, Emile, 1951, Suicide, New York: Free Press.


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SEMESTER -VI

Code	RURAL SOCIETY IN INDIA	Total Lecture:60
AH23SC007		LTPC=4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To study the rural society and its various aspects in a scientific manner. To observe and solve the complexities of rural life in a systematic way scientific systematic and comprehensive study of the rural social organization of its structure function To discover the laws of development of domain and the nature of rural society. To use the rural people and circumstances as a better resource in National growth and Development. 	
UNIT	CONTENT	
I	Rural Society – Meaning, definitions, characteristics, agrarian, peasant and folk society; concept and characteristics, village concept, types, rural-urban distinction and continuum.	12
II	Rural Social Institution: Family, Religion, marriage, caste system and the changes taking place in them.	12
III	Agrarian relation in rural Indian land: land ownership and its types, rural economy in India: characteristics and elements, rural class structure, Jajmani system, agrarian movements in India.	12
IV	Rural Political life: Rural elite and leadership – past and present fraction and factionalism in rural India, dominant caste in India, emerging rural leadership and development.	12
V	Rural problem: rural poverty, land less labor, untouchability, migration, rural education, rural health.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	The student will identify ¹ the rural society and its various aspects in a scientific manner.	
CO2	They will classify ² the complexities of the rural life in a systematic way.	
CO3	They will interpret ³ the rural & social organizations and their structures functions in a scientific, systematic and in comprehensive way.	
CO4	They will represent ³ the laws of development of domain and the nature of rural society.	
CO5	They will be able to rearrange ³ the rural people and circumstances as a better resource in National growth and Development.	


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Text Books:	<ul style="list-style-type: none"> • Berch, Berberoguc (1992). Class, State and Development in India New Delhi: Sage. • Desai A R (1977). Rural Sociology in India, Bombay: Popular Prakashan. • Mencher J.P. (1983). Social Anthropology of Peasantry, New Delhi: OUP. • P.Radhakrishnan (1989). Peasant Struggles: Land Reforms and Social Change in Malabar 1836 – 1982, New Delhi: Sage.
Reference Books:	<ul style="list-style-type: none"> • Thorner, Daniel and Thorner Alice (1962). Land and Labour in India, Bombay: Asia Publications. • Andre Betille (1974). Six Essays in Comparative Sociology, New Delhi: OUP. • Dhanagare D N (1988). Peasant Movements in India, New Delhi: OUP. • Ashish Nandy (1999). Ambiguous Journey to the City, New Delhi: OUP.

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Code AH23SC008	HEALTH SOCIOLOGY	Total Lecture:60
		LTPC= 4- 0 - 0 = 4
Course Objectives:	This course aims: <ul style="list-style-type: none"> To understand the Meaning, aim, objectives and scope of Health Sociology To recognize Major theoretical approaches to health sociology; To analyse the concept of health and illness and different social determinates of health and illness. To explore Major contributions of health sociology To examine the Social Medicine- Its Evolution and development. 	
UNIT	CONTENT	HOURS
I	Objective - The social basis of health, illness and medicine Bio-chemical model versus Holistic approach The relationship between society and individual Class and health inequalities Ethnicity, race and health Gender and health	10
II	Mental health Mental illness, Stigma, Ethnicity and mental health, Gender and mental health, Theoretical approaches, Contribution of sociology to health	14
III	Contribution of sociology to health - Health promotion and sociology Mental health roots Some Contributions of Medical Sociology Medical education Medical sociology and physicians Some of other major contributions of the sociology of health and illness The Future of Medical Sociology	12
IV	Definition of Health & illness Health: a global survey Health in history Health in low-income countries Health in high-income countries Current inequalities in health Sociological Perspective on Health The determinants of health Policies to improve health	12
V	Social medicine in India – Concept of Social Medicine, Meaning and scope, Genesis and evolution of social medicine, Development of preventive and social medicine, Challenges	12

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Course Outcomes (As per Blooms' taxonomy)

After successful completion of course students will able to:

- | | |
|------------|--|
| CO1 | To list ¹ about the sociological perspective. |
| CO2 | To classify ² different sociological theories, social problems and issues |
| CO3 | To generalize ³ theoretically-informed recommendations to address current social |
| CO4 | To demonstrate ³ the utility of the sociological perspective for their lives. |
| CO5 | They will be able to criticize ⁴ different sociological theories |

Text Books:

- Sociology of Health – Mohammad Akram
- Sociology of Health - K. Nagaraju
- Sociology of Health and illness – Sarah Nettleton
- Understanding the Sociology of Health – Annie Marry Barry and Chris Yull

Reference Books:

- Planning Commission, Government of India: Five Year Plans. Planningcommission.nic.in. Retrieved on 2012-03-17.
- L. N. Dush (2000). World bank and economic development of India. APH Publishing.
- Agrawal, A N (1995). Indian Economy: Problems of development and planning. pune: Vishwa Prakashan.
- www.who.int/hpr/NPH/docs/declaration_almaata.pdf
- Tejada de Rivero D. Alma-Ata revisited. Perip Health 2003.
- Kishore J. National Health Programs of India. New Delhi: Century Publications; 2009.
- Zodpey S. Can primary health care reinvent itself to impact health care utilization? Indian J Public Health 2010.


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SEMESTER -VIII

Code	SOCIOLOGY OF CHANGE AND DEVELOPMENT	Total Lecture:60
AH23SC009		LTPC= 4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To give the students the knowledge of changes occurred into social order due to changing Scenario. To make the students the rational, logical and critical thinker. To help them to provide employment opportunities. To improve the student's thinking and also make them able to analyze the social reality by using scientific knowledge of sociology. To teach them to analyze the social issues with different theoretical and methodological perspectives. 	
UNIT	CONTENT	HOURS
I	Meaning and Forms of Social Change: evolution, progress, transformation; change in structure and change of structure Theories and Factors of Social Change	12
II	Social Change in Contemporary India: trends of change, processes of change – sanskritization, westernization, modernization, secularization Changing	12
III	Critical Perspectives on Development: ecological, liberal, Marxian Theories of Development and Underdevelopment: modernization theories, Paths and Agencies of Development; capitalist, socialist, mixed economy.	12
IV	Social Structure and Development: structure as a facilitator/inhibitor, development and social-economic disparities, gender and development Culture and Development: culture as an aid/impediment to development	12
V	Indian Experience of Development: sociological appraisal of Five-Year Plans, social consequences of economic reforms, social-cultural repercussions of globalization.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	This course will be define ¹ the students the changes occurred into social order due to changing scenario.	
CO2	It will make the student's generalize ² the rational, logical and critical thinker.	
CO3	It will help them to provide employment opportunities.	
CO4	It will not only executive ³ theoretically improve the student's thinking, but will also make them able to analyze the social reality by using scientific knowledge of sociology.	
CO5	It will teach them to analyze ⁴ the social issues with different theoretical and methodological perspectives	
Text Books:	<ul style="list-style-type: none"> Abraham, M.F. (1990). Modern Sociological Theory: An Introduction. New Delhi: OUP. Agarwal, B. (1994). A Field of One's Own : Gender and Land Rights in 	


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	<p>South Asia. Cambridge: Cambridge University Press.</p> <ul style="list-style-type: none"> • Appadurai, Arjun (1997). Modernity at Large: Cultural Dimensions of Globalization, New Delhi: OUP, 1997. • Dereze, Jean and Amartya Sen (1996). India: Economic Development and Social Opportunity. New Delhi: OUP.
Reference Books:	<ul style="list-style-type: none"> • Desai, A.R. (1985). India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan. • Giddens Anthony (1996). "Global Problems and Ecological Crisis" in Introduction to Sociology, New York: W.W.Norton & Co. • Harrison, D. (1989). The Sociology of Modernization and Development, New Delhi: Sage. • Haq, Mahbub Ul (1991). Reflections on Human Development, New Delhi, OUP. • Moor, Wilbert and Robert Cook (1967). Social Change, New Delhi: Prentice-Hall. • Sharma, SL (1980). "Criteria of Social Development", Journal of Social Action. Jan-Mar. • Sharma, SL (1986). Development: Socio-Cultural Dimensions, Jaipur: Rawat.


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Code	GENDER AND SOCIETY	Total Lecture:60
AH23SC010		LTPC= 4- 0 - 0 = 4
Learning Objectives:	<ul style="list-style-type: none"> To explain the major methods and concepts it used in the systematic study of society. To describe various social structures in societies and methods and degrees of social stratification. To explain the major social groups that function in society, including racial and ethnic groups. To explain processes of socialization, and how socialization operates in different societies and cultures. To explain major methods of social control, including political and legal systems, and be able to explain the concept of deviance. 	
UNIT	CONTENT	HOURS
I	Social Construction of Gender - Gender vs. Biology, Equality vs. Difference Women in the family: socialization, nature vs. Gender, gender roles, private-public dichotomy, sexual division of labor, Patriarchy as ideology and practice, Emergence of Feminist Thought - Social-historical perspective.	12
II	Gender and Sociological Analysis - Feminist critiques of sociological theories/prevaling theories, Feminist methodology as critique of sociological methods/methodology, Emergence of women's studies, Gender based Division of Labor/Work - Production vs. Reproduction, household work, invisible work, Women's work and technology, Development policies, liberalization and globalization and their impact on women.	12
III	Women in India: The changing profile The changing status of women in India – pre-colonial, colonial and post-colonial Demographic profile – the gender gap (census, NSS), Alternative conceptions of gender – caste and gender, class and gender, The role of the state and the NGOs.	12
IV	Gender and Society in India Economy: marginalization of women and sexual division of labor; Polity: reservations for women, Religion and Culture: Women's nature; women as repositories of cultural practices and traditions; marriage, dowry and property, Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal Law; Customary Law and Tribal Women.	12
V	Issues affecting the quality of life of women - Health, Education, Land rights, Major Social Issues Development - Ecology, Communalism, Violence.	12
Course Outcomes (As per Bloom's Taxonomy)		
CO1	The students will identify ¹ about the role of gender in society.	
CO2	They will be able to describe ¹ how the tools of analysis and methods of sociology are applicable to work and involvement in their community.	
CO3	They will be able to explain ² the major methods and concepts it used in the systematic study of society.	


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CO4	They will be able to describe ¹ various social structures in societies and methods and degrees of social stratification.
CO5	They will analyze ⁴ the major social groups that function in society, including racial
Text Books:	<ul style="list-style-type: none"> • Altekar, A.S. (1983). The Position of Women in Hindu Civilization, Delhi: Motilal Banarasisidass. • Chodrow, Nancy.(1978). The Reproduction of Mothering, Berkeley: University of California Press. • Desai, Neera and M. Krishnaraj (1987). Women and Society in India, Delhi: Ajanta. • Dube, Leela et.al. (1986). Visibility and Power: Essays on Women in Society and Development, New Delhi: OUP. • Forbes, G. (1998). Women in Modern India, New Delhi: Cambridge University Press. • McCormack, C. and M. Strathern (1980). Nature, Culture and Gender: Cambridge: Cambridge University Press.
Reference Books:	<ul style="list-style-type: none"> • Maccoby, Eleanor and Carol Jacklin (1975). The Psychology of Sex Differences, Stanford: Stanford University Press. • Myers, Kristen Anderson et.al. (1998). Feminist Foundations: Towards Transforming Sociology, New Delhi: Sage. • Oakley, Ann (1972). Sex, Gender and Society, New York: Harper and Row. • Sharma, Ursula (1983). Women, Work and Property in North-West India. London: Tavistock. • Shulamitz, Reinharz and Lynn Davidman (1991). Feminist Research Methods, New York: Oxford University Press. • Srinivas, M.N. (1995). Caste:Its Modern Avatar, New Delhi: Penguin. • Vaid, S. & K. Sangari (1989). Recasting Women: Essays in Colonial History, New Delhi: Kali For Women.


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Code	ENVIRONMENT AND SOCIETY	Total Lecture:60
AH23SC011		LTPC=4-0-0=4
Learning Objectives:	<ul style="list-style-type: none"> To prepares students for careers as leaders in understanding and addressing complex environmental issues in the context of sociology. To master core concepts and methods from ecological and physical sciences and their application in environmental problemsolving. To master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions. To appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. To understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales. 	
UNIT	CONTENT	HOURS
I	Classical Sociological tradition- Karl Marx, Emile Durkheim and Max Weber on environmental concerns. Environmental Sociology: The rise, decline, and resurgence of environmental sociology, 21st century paradigm.	12
II	Emerging Theoretical Parameters in Environmental Sociology: Contributions of Zavestoskis, Dunlap and Cotton, Ramachandra Guha, Patrick Giddens and Radha Kamal Mukerjee, Nature versus Nurture: synthesis of societal and environmental dialect.	12
III	Environmental Issues pertaining to population, water, sanitation, pollution, energy, Housing and urban development and rural poverty.	12
IV	Social Impact Assessment of Environmental Issues: Development, displacement, Relocation and environmental problems.	12
V	Global Environmentalism: A challenge to post-materialism thesis, Environment, Technology and Society, Environmental Justice, Policy and Action.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	The students will be able to apply ³ systems concepts and methodologies to analyze and understand interactions between social and environmental processes.	
CO2	They will interpret ² about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.	
CO3	They will be able to explain ² the major methods and concepts it used in the systematic study of environment and society.	
CO4	Apply ³ system concept and methodology to analyzes and understand interaction between social and environmental process	
CO5	They will compare ⁴ professional skills for post-graduation plans within and outside of environmental sociology.	


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Text Books:	<ul style="list-style-type: none"> • Gadgil, Madhav and Ramchandra Guba (1996), Ecology and Equity: The Use and Abuse of Nature in contemporary India, New Delhi: OUP. • Michael Redclift (1984), Development and the Environmental Crisis, New York: Meheun Co. Ltd.
Reference Books:	<ul style="list-style-type: none"> • Schnaiberg Allan (1980), The Environment, N.Y: Oxford University Press, 1980. • Sharma, S.L. (1994), "Perspective on Sustainable Development in South Asia" in Samad (Ed.) Perspectives on Sustainable Development in Asia, Kuala Lumpur: ADIPA.


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Code	EDUCATION AND SOCIETY	Total Lecture: 60
AH23SC012	LTPC= 4-0-0=4	
Learning Objectives:	<ul style="list-style-type: none"> • To contextualize the study of education within the discipline of sociology. • To discuss of the major theoretical perspectives and the contributions of sociologists. • To assume a basic knowledge of sociological concepts and theories. • To measure major concepts, theoretical, approaches and development of sociology of education and interface between education and society. 	
UNIT	CONTENT	HOURS
I	Sociology of Education: Theoretical Perspectives Theories and Perspectives in the sociology of education, Functionalism, Conflict / Radical Perspectives / Cultural Reproduction	12
II	Socialisation, family and social class State, ideology and educational policy, Education and social stratification, social change and social mobility	12
III	Multi-culturalism, ethnicity and education Equality of educational opportunity: equity, excellence and efficiency. Gendering inequalities: education; employment; leadership and management.	12
IV	Education and society in India Socio-historical context: education in pre-colonial and colonial India. Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence.	12
V	The State and Education Basic education and social development Higher Education: system, governance and finance Higher Education: skill development, globalisation and social mobility.	12
Course Outcomes (As per Bloom's Taxonomy)		
At the end of the course the students will be able to:		
CO1	The students will be able to recognize ¹ and contextualize the study of education within the discipline of sociology.	
CO2	They will define ² to major theoretical perspectives and the contributions of sociologists.	
CO3	They will be able to execute ³ the basic knowledge of sociological concepts and theories.	
CO4	They will be able to compare ⁴ about major concepts, theoretical, approaches and development of sociology of education and interface between education and society.	
CO5	They will be able to explain ⁵ the various techniques of relating to education and society.	


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Text Books:	<ul style="list-style-type: none"> • Acker, S. (1994). Gendered Education: Sociological Reflections on Women, Buckingham: Buckingham Open University Press. • Banks, Olive (1971). Sociology of Education, London: Batsford. • Banks, James A. and Lynch, James (1986). Multicultural Education in Western Societies, London: Holt Saunders. • Blackledge, D. and Hunt, B. (1985). Sociological Interpretations of Education, London: Crom Helm. • Brint, Steven (1998). Schools And Societies, Calif: Pine Forge Press.
Reference Books:	<ul style="list-style-type: none"> • Channara, Karuna (1988). Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman. • Channara, Karuna (1979). 'Towards a Study of Education and Social Change', Economic and Political Weekly, 27, 14 (4): 157-64. • Chitris, Suma & P.G. Athachh (1993). Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage. • Craft, Maurice (1970). Family, Class and Education: A Reader, London: Longman. • Dreze, Jean and Amartya Sen (1995). India Economic Development and Social Opportunity, Oxford: Oxford University Press.


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Bachelor of Arts (B.A.)**Program Educational Objectives (PEOs)**

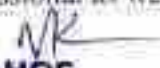
The Program Bachelor of Arts will be developed and ability to identify and solve the real-world problems related to various areas of society. It also develops an aptitude to apply principle of social sciences to articulate and in-depth knowledge of various fields of social sciences. The course will be:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of social science through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of social sciences.

Program Objectives (POs):

A graduate who is conferred a B.A. Degree is expected to have acquired the basics of theoretical and practical aspects of Social Sciences. He/ she should be able to:

- PO 1 Solve the problem and also think methodically, independently and draw a logical conclusion.
- PO 2 Demonstrate skills and competencies to conduct wide range of scientific knowledge.
- PO 3 Employ critical thinking and the scientific knowledge to design, carryout, record and perform quantitative/quantitative analysis of social problems.
- PO 4 Select higher education comparable to the best available in the world class institutions elsewhere.
- PO 5 Develop a comprehensive understanding of the theories and practice of concerned subjects.
- PO 6 Paraphrase advanced critical thinking skills, inclusive of information literacy.
- PO 7 Translate to diverse audiences in a variety of contexts and genres.
- PO 8 Report a wide range of writing related careers.
- PO 9 Experiment to use, analyze and learn communication technologies like textual, visual, and verbal communication abilities.
- PO 10 Assemble social, political and administrative knowledge in their professional as well as personal lives.


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