

***School of Humanities & Social Sciences***  
***B.A. (H) Sociology***

***Program code: SHS0107***  
***Academic Year: 2020-23***

## **1. Standard Structure of the Program at University Level**

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### **1.1 Vision, Mission and Core Values of the University**

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#### **Vision of the University**

**To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.**

#### **Mission of the University**

**Transformative educational experience  
Enrichment by educational initiatives that encourage global outlook  
Develop research, support disruptive innovations and accelerate entrepreneurship  
Seeking beyond boundaries**

#### **Core Values**

**Integrity  
Leadership  
Diversity  
Community**

## 1.2 Vision and Mission of the School

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### **Vision of the School**

**To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding**

### **Mission of the School**

- M1. To promote learning and employability skills among students.**
- M2. To promote study of humankind and its manifestation.**
- M3. To help students succeed in their academic and professional lives.**
- M4. To encourage research and promote knowledge creation.**

### **Core Values**

**Integrity  
Leadership  
Diversity  
Community**

## 1.3 Programme Educational Objectives (PEO)

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### 1.3.1 Writing Programme Educational Objectives (PEO)

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**PEO1:** To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

**PEO2:** To demonstrate a detailed understanding of the selected core discipline of study.

**PEO3:** To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

**PEO4:** To work as independent critically discerning and creative participant in the workplace, community and personal life.

### 1.3.2 Map PEOs with Mission Statements:

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<b>PEO Statements</b>	<b>School Mission 1</b>	<b>School Mission 2</b>	<b>School Mission 3</b>	<b>School Mission 4</b>
<b>PEO1:</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>-</b>
<b>PEO2:</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>
<b>PEO3:</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>PEO4:</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>1</b>

### 1.3.3 Program Outcomes (PO's)

#### **Program Outcomes of the BA Sociology program are:**

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**PO1: Content Knowledge:** Understand the key concepts, constructs and statistical techniques of core sociological concepts.

**PO2: Understanding of Theory:** Identify theories and concepts from classical and contemporary sociological theories.

**PO3: Communication Skills:** Demonstrate the ability to communicate sociological knowledge to others.

**PO4: Research skills:** Develop an ability to use social scientific research methods to address sociological questions.

**PO5: Analytical Skills:** Possess analytical skills in areas such as policy analysis, administration/management, communication, quantitative analysis and problem-solving.

**PO6: Values in Sociology:** Apply a sociological perspective to analyze how social structure manifests itself in their own lives in order to actively participate in civic life.

### Program Specific Outcomes (PSO's)

#### **Program Specific Outcomes of the BA Sociology program are:**

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**PSO1:** To engage students in the study of social life, social issues and changes in the society.

**PSO2:** To build capacity among students to investigate and understand social behaviour of people within groups, organizations and societies; ranging from family to global, criminal groups to religious organizations, inter- cultural to intra- cultural groups, gender groups to racial groups, etc.

**PSO3:** To enable students in the application of theory, research and knowledge to social problems.

**PSO4:** To prepare students for careers in policy and political analysis, evaluation of social programs, businesses or public administration, health profession, criminal reforms, social services, etc.

### **1.3.4 Mapping of Program Outcome Vs Program Educational Objectives**

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	<b>PEO1</b>	<b>PEO2</b>	<b>PEO3</b>	<b>PEO4</b>
<b>PO1</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>PO2</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>-</b>
<b>PO3</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>1</b>
<b>PO4</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>2</b>
<b>PO5</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>2</b>
<b>PO6</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>3</b>
<b>PSO1</b>	<b>3</b>	<b>2</b>	<b>-</b>	<b>2</b>
<b>PSO2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>PSO3</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>PSO4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>

### 1.3.5 Program Outcome Vs Courses Mapping Table<sup>1</sup>:

Program Outcome Courses	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
<b>Sem-1</b>											
Cours101.1	Introduction to Sociology	1	1	2	3	2	3	1	1	2	3
Cours101.2	Individual & Society-I	1	2	2	2	3	3	1	2	2	3
Cours101.3	Introduction to Political Theory	3	-	2	3	-	1	1	-	2	1
<b>Sem-2</b>											
Cours201.1	Individual & Society-II	1	2	1	1	3	2	1	2	3	2
Cours201.2	General Psychology	3	3	3	2	3	2	3	3	3	3

<sup>1</sup> Cel value will contain the correlation value of respective course with PO.

Cours201. 3	History of India from ancient times to 750 CE	1	2	2	2	2	2	3	3	2	1
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**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA(H) / Sociology**  
**Batch: 2018-2019**  
**TERM: I**

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite / Co Requisite	Type of Course:
				L	T	P			
<b>THEORY SUBJECTS</b>									
1	10075	BIS 101	Individual and Society- I	5	1	0	6	Core	CC
2	10076	BPO 101	Introduction to Political Theory	5	1	0	6	Core	CC
3	10077	BSO 101	Introduction to Sociology	5	1	0	6	Core	CC



4		OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	OPE
<b>Practical/Viva-Voce/Jury</b>									
<b>TOTAL CREDITS</b>									

**Program Structure Template**  
**School of Humanities and Social Sciences**  
**BA(H) / Sociology**  
**Batch: 2018-2019**  
**TERM: II**

S. N o.	Paper ID	Sub ject Cod e	Subjects	Teaching Load			Credits	Core/Ele ctive Pre- Requisite / Co Requisite	Type of Course:
				L	T	P			
<b>THEORY SUBJECTS</b>									
1	10083	BIS 102	Individual and Society- I	5	1	0	6	Core	CC
2	10084	BPS 101	General Psychology	5	1	0	6	Core	CC
3	10085	BHI 101	History of India from Ancient Times to 750 CE	5	1	0	6	Core	CC

4		OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	OPE
<b>Practical/Viva-Voce/Jury</b>									
<b>TOTAL CREDITS</b>									

## *C. Course Templates*

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BSO101
2	Course Title	Introduction to Sociology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory

5	Course Objective	<ol style="list-style-type: none"> <li>To introduce the discipline to students from diverse trainings and capabilities.</li> <li>To introduce the students to a sociological way of thinking.</li> <li>To provide a foundation for the other more detailed and specialised courses in sociology</li> </ol>	
6	Course Outcomes	<p>CO1: The student will be able to identify sociological concepts</p> <p>CO2: The student will be able to associate with sociological ways of thinking</p> <p>CO3: The student will be able to apply sociological theories.</p> <p>CO4: The student will be able to analyse the the significance of studying social groups, social institutions, social change and social action.</p>	
7	Course Description	Introduction to Sociology aims to introduce students to the scientific study of society. As such, it closely examines human interactions and cultural phenomena and the effects of these on groups and individuals.	
8	Outline syllabus	CO Mapping	
	Unit 1	<b>Sociology as a discipline</b>	
	A	History of Sociology	CO1
	B	Thinking Sociologically	CO1, CO2
	C	Emergence of Sociology and Social Anthropology	CO1, CO2
	Unit 2	<b>Theoretical orientations</b>	
	A	Structural Functionalist perspective	CO1, CO2
	B	Conflict perspective	CO1, CO2
	C	Micro perspective	CO1, CO2
	Unit 3	<b>Concepts</b>	
	A	Socialization	CO1, CO2, CO3

	B	Structure and Function			CO1, CO2, CO3
	C	Social Control and Change			CO1, CO2, CO3
	Unit 4	<b>Concepts</b>			
	A	Individual and Group			CO1, CO2, CO3
	B	Associations and Institutions			CO1, CO2, CO3
	C	Culture and Society			CO1, CO2, CO3
	Unit 5	<b>Relationship between Sociology and Other Social Sciences</b>			
	A	Sociology and Social Anthropology			CO2, CO3, CO4
	B	Sociology and History			CO2, CO3, CO4
	C	Sociology and Psychology			CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	1) C.W.Mills (1959) <i>The Sociological Imagination</i> 2) P. Berger (1963) <i>Invitation to Sociology: A Humanistic Perspective</i> 3) Z. Bauman (1990) <i>Thinking Sociologically</i> 4) M. Haralamboss: <i>Sociology Perspectives &amp; Themes</i>			

	Other References	As provided by the course instructor	
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POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	1	2	2	1	1	1
CO2	2	1	2	2	2	1	1	2	2	2
CO3	2	2	3	2	3	2	2	2	1	1
CO4	1	1	2	2	1	2	1	2	2	2

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BIS 101
2	Course Title	Individual and Society – I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory

5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of individual and society and their relationship.</li> <li>2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war.</li> <li>3. To locate the literary works in the larger social contexts.</li> <li>4. To use the texts as a mode of instruction and not merely delight.</li> <li>5. To allow them scope for further research in the domain.</li> </ol>	
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to explain various methods useful for studying society through literature.</p> <p>CO3: The student will be able to illustrate how and why a social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>	
7	Course Description	<p>This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.</p>	
8	Outline syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Introduction</b>	
	A	Introduction to the concept of Individual	CO1, CO2
	B	Introduction to the concept of Society	CO1, CO2
	C	Relationship between Individual and Society	CO1, CO2
	<b>Unit 2</b>	<b>Caste/Class</b>	

	A	Introduction to the concept of Caste and Class Difference between Caste and Class			CO1, CO2
	B	Deliverance by Premchand (Fiction)			CO1, CO2
	C	Caste Laws by Jyotirao Phule (essay)			CO1, CO2
	<b>Unit 3</b>	<b>Caste/Class</b>			
	A	Joothan by Valmiki (narrative essay)			CO2, CO3
	B	Kallu by Ismat Chughtai (Fiction)			CO2, CO3
	C	Bosom Friend by Hira Bansode (Poem)			CO2, CO3
	<b>Unit 4</b>	<b>Gender: Introduction to the concept of Gender in context of the society</b>			
	A	<i>The Exercise Book</i> by Rabindranath Tagore (Fiction)			CO2, CO3
	B	<i>Girl</i> by Jamaica Kincaid (prose monologue)			CO2, CO3
	C	<i>Yellow Fish</i> by Ambai (Short Story)			CO2, CO3
	<b>Unit 5</b>	<b>Race- Meaning and Significance in context of the society</b>			
	A	<i>Black Out</i> by Roger Mais (Fiction)			CO1, CO2, CO3
	B	<i>Jump</i> by Nadine Gordimer (Fiction)			CO1, CO2, CO3
	C	‘Telephone Conversation’ by Wole Soyinka (Poem) ‘Still I Rise’ by Maya Angelou (Poem) ‘Harlem’ by Langston Hughes (Poem)			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	



	Text book/s*	1. Individual and Society: An Anthology	
	Other References		

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	1	3	2	1	2	2	2
CO2	2	1	3	1	2	2	2	1	3	1
CO3	1	2	2	2	1	3	1	1	2	1
CO4	1	3	1	2	2	2	1	2	3	2

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<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BPO101
2	Course Title	Introduction to Political Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory

5	Course Objective	<ol style="list-style-type: none"> <li>1. This course aims to introduce certain key aspects of conceptual analysis in political theory.</li> <li>2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts.</li> <li>3. This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues.</li> <li>4. This course aims to develop the capacity to think critically in an analytically rigorous way.</li> </ol>	
6	Course Outcomes	<p>CO1: The student will be able to define political theory, political concepts and institution of state.</p> <p>CO2: The student will be able to understand, interpret and explain the relevance of political theory, its basic normative concepts and state and its elements.</p> <p>CO3: The student will be able to apply the knowledge of each concept to a political argument.</p> <p>CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p>	
7	Course Description	This is an introductory paper trying to expose students to some basic ideas and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.	
8	Outline syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Introduction to Political theory</b>	
	A	What is Political Theory?	CO1, CO2
	B	Relevance of Political Theory	CO2, CO3
	C	Debate on the decline of Political Theory	CO3, CO4, CO5
	<b>Unit 2</b>	<b>State</b>	
	A	Meaning of State; State and Government	CO1, CO2
	B	Elements of State: Population, Territory, Government and Sovereignty	CO1, CO2
	C	Theories of origin of State	CO1, CO2

	<b>Unit 3</b>	<b>Concepts in Political Theory</b>			
	A	Liberty: Meaning, Evolution, Classification and Relation with other concepts.			CO1, CO2, CO3, CO4
	B	Equality: Meaning, Evolution, Why equalize and Equality of what?			CO1, CO2, CO3, CO4
	C	Rights: Meaning, Theories of rights and Human rights.			CO1, CO2, CO3, CO4
	<b>Unit 4</b>	<b>Concepts in Political Theory</b>			
	A	Justice: Distributive and Procedural Justice			CO1, CO2, CO3, CO4
	B	John Rawls' Theory of Justice			CO1, CO2, CO3, CO4
	C	Justice, Capabilities and Freedom: Amartya Sen's Extension			CO1, CO2, CO3, CO4
	<b>Unit 5</b>	<b>Political Arguments</b>			
	A	Is democracy compatible with economic growth?			CO1, CO2, CO3, CO4, CO5
	B	On what grounds is censorship justified and what are its limits?			CO1, CO2, CO3, CO4, CO5
	C	Does protective discrimination violate principles of fairness?			CO1, CO2, CO3, CO4, CO5
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	1. Bhargava, R. and Acharya, A. (2008) 'Political Theory: An Introduction'. New Delhi: Pearson Longman. 1. O.P.Gauba (2009), 'An Introduction to Political Theory', MacMillan Publishers, New Delhi.			

	Other References	Relevant materials will be provided by the subject teacher.	
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<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch : 2018</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BIS 102
2	Course Title	Individual and Society - II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory

5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the concept of individual and society and their relationship.</li> <li>2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war.</li> <li>3. To locate the literary works in the larger social contexts.</li> <li>4. To use the texts as a mode of instruction and not merely delight.</li> <li>5. To allow them scope for further research in the domain.</li> </ol>	
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts.</p> <p>CO2: The student will be able to discuss various methods of studying applied literature.</p> <p>CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that leads to certain social structure.</p> <p>CO4: The student will be able to analyse various contemporary events thus aligning more towards research.</p>	
7	Course Description	<p>This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.</p>	
8	Outline syllabus	CO Mapping	
	<b>Unit 1</b>	<b>Introduction</b>	
	A	Introduction to the concept of Gender	CO1, CO2
	B	Gender and sexuality: Masculinity and Femininity	CO1, CO2
	C	Relationship of Society and Gender	CO1, CO2

	<b>Unit 2</b>	<b>Gender</b>	
	A	‘Shakespeare’s Sister’ by Virginia Woolf (essay)	CO1, CO2, CO3
	B	‘Breaking Out’ by Marge Piercy (Poem) ‘A Prayer for my Daughter’ by W.B.Yeats (Poem) ‘Marriages are Made’ by Eunice d’Souza (Poem)	CO1, CO2, CO3
	C	‘Reincarnation of Captain Cook’ by Margaret Atwood (Poem) ‘Highway Stripper’ by A.K. Ramanujan (Poem)	CO1, CO2, CO3
	<b>Unit 3</b>	<b>Violence and War</b>	
	A	Introduction to the concept of violence and War in context of the society	CO1, CO2, CO3
	B	‘Return from the Somme’ by Siegfried (Prose Description)	CO1, CO2, CO3
	C	‘Dulceet Decorum Est’ by Wilfred Owen (Poem) ‘Conscientious Objector’ by Edna St. Vincent Millay (Poem)	CO1, CO2, CO3
	<b>Unit 4</b>	<b>Violence and War</b>	
	A	‘Ghosts of Mrs. Gandhi’ by Amitav Ghosh (Anecdotal Essay)	CO1, CO2, CO3
	B	‘The Naming of Parts’ by Henry Road (Poem) ‘General Your Tank...’ by Bertolt Brecht (Poem)	CO1, CO2, CO3
	C	‘The Dog of Tetwal’ by Saadat Hassan Manto (Fiction)	CO1, CO2, CO3
	<b>Unit 5</b>	<b>Living in a Globalised World: Introduction</b>	
	A	Introduction to the concept of Globalisation	CO2, CO3, CO4
	B	‘Toys’ by Roland Barthes (Essay)	CO2, CO3, CO4

	C	'Zero-Sum Game' by Bidhas Sen (Fiction)			CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	1. Individual and Society: An Anthology			
	Other References	Relevant material will be provided by the course instructor			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	1	2	2	2	1	1
CO2	2	1	2	2	3	1	1	2	3	2
CO3	2	3	3	2	1	2	2	2	1	1
CO4	1	2	2	2	3	2	1	3	2	2



<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch :</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-2019</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	
2	Course Title	History of India from ancient times to 750 CE
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory

5	Course Objective	<ol style="list-style-type: none"> <li>1. To make the students aware of the history of India from ancient times to a certain time period as mentioned.</li> <li>2. To infer the ancient Indian society and polity.</li> <li>3. To interpret the economic developments of ancient India.</li> <li>4. To get familiar with the intellectual discourse of ancient India.</li> </ol>
6	Course Outcomes	<p>CO1: The students will be able to illustrate the knowledge of history of India from the ancient times.</p> <p>CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History.</p> <p>CO3: The students will be able to acquaint them with the range of issues related Indian History and its distinctive eras.</p> <p>CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist.</p> <p>CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History.</p>
7	Course Description	<p>This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how has that affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilisation, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, and Guptas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of humankind.</p>
8	Outline syllabus	CO Mapping
	<b>Unit 1</b>	<b>Reconstructing Ancient Indian History</b>
	A	Early Indian Notions of History
	B	Sources and Tools of historic reconstruction
		CO1, CO2, CO4

	C	Historical Interpretations (with special reference to gender, environment, technology and regions)	CO1, CO2, CO3, CO4
	<b>Unit 2</b>	<b>Pre-historic &amp; Bronze Age</b>	
	A	Paleolithic, Mesolithic & Neolithic Cultures: Stone Age	CO1, CO3
	B	Chalcolithic Culture: Transition to Bronze Age	CO1, CO3
	C	<b>Harappan Civilization-Origin, Extent and Urban Features:</b> <ul style="list-style-type: none"> <li>● Town planning</li> <li>● Economy</li> <li>● Society and Religion</li> <li>● Decline</li> </ul>	CO1, CO3, CO5
	<b>Unit 3</b>	<b>Vedic Age</b>	
	A	Vedic Culture: polity, economy, society and religion: <ul style="list-style-type: none"> <li>● Expansion of agrarian economy.</li> </ul>	CO1, CO3, CO5
	B	<ul style="list-style-type: none"> <li>● Urban growth; craft production: trade and trade routes.</li> </ul>	CO1, CO3
	C	<ul style="list-style-type: none"> <li>● Social stratification: class, Varna, jati, untouchability; gender; marriage and property</li> <li>● Emergence of Mahajanapadas(territorial states); rājyasand gaṇas/saṅghas; Magadhanexpansion</li> </ul>	CO1, CO3, CO5
	<b>Unit 4</b>	<b>Post Vedic Age (Till 300 AD)</b>	
	A	<b>Buddhism and Jainism:</b> <ul style="list-style-type: none"> <li>● Doctrines</li> <li>● Spread</li> </ul>	CO1, CO3, CO5
	B	<b>Sangam Age:</b> <ul style="list-style-type: none"> <li>● Polity</li> <li>● Economy</li> <li>● Society</li> </ul>	CO1, CO3, CO5

C	<b>The Mauryan empire:</b> <ul style="list-style-type: none"> <li>● State and Administration</li> <li>● Economy</li> <li>● Ashoka's <i>Dhamma</i></li> <li>● Art and Architecture</li> </ul> <b>Post Mauryan Age:</b> <ul style="list-style-type: none"> <li>● Satavahanas and Kushanas: polity, economy, society, art</li> <li>● Kaniska I and Gautamiputra Satakarni</li> </ul>			CO1, CO3, CO5
<b>Unit 5</b>	<b>History from 300 AD to 750 AD</b>			
A	<b>The Guptas and Vakatakas:</b> <ul style="list-style-type: none"> <li>● State and Administration (agrarian expansion, land grants, graded Land rights and peasantry)</li> <li>● Economy (the problem of urban decline: patterns of trade, currency, and urban settlements).</li> <li>● Society (varna, proliferation of jatis: changing norms of marriage and property).</li> </ul>			CO1, CO3, CO5
B	<ul style="list-style-type: none"> <li>● Religion (Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras)</li> <li>● Art, Architecture, Literature: (A brief survey of Sanskrit, Pali, Prakrit and Tamil literature)</li> <li>● Science and Technical Treatises</li> </ul>			CO1, CO3, CO5
C	<b>Pallavas, Chalukyas and Vardhanas:</b> <ul style="list-style-type: none"> <li>● Changes in society, polity, economy and culture</li> </ul>			CO1, CO2, CO3, CO5
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ul style="list-style-type: none"> <li>● R. S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2005.</li> <li>● Rama Shankar Tripathi, History of Ancient India, Motilal Banarsidas Publication, 2014.</li> <li>● R.C. Mazumdar, Ancient India, Motilal Banarsidas, 2017.</li> </ul>			

	Other References	<ul style="list-style-type: none"> <li>● L. Basham, The Wonder that was India, Sidgwick Jackson, 1967.</li> <li>● Upinder Singh, A History of Ancient and Early Medieval India, Pearson, 2009.</li> <li>● R. C. Raychaudhuri, An Advanced History of India, Macmillan India, 1974.</li> <li>● L. H. Morgan, Ancient Society, Holt and Co., 1877.</li> <li>● Romila Thapar, Ancient Indian Social History, Orient Logman, 1978.</li> <li>● Romila Thapar, Recent Perspectives of Early Indian History, Popular Prakashan, 1995.</li> <li>● Romila Thapar, Early India from the Origins to AD 1300, Penguin, 2001.</li> <li>● R. S. Tripathi, History of Ancient India, Motilal Banarsidas, 1967.</li> <li>● D. P. Agrawal, The Archaeology of India, Select Book Service, 1984.</li> <li>● V. R. Ramchandra, The Mauryan Polity, Motilal Banarasidas, 1993.</li> <li>● P. V. Kane, History of Dharmashastra, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77</li> <li>● B. N. Puri, Ancient Indian Historiography, Atma Ram &amp; Sons, 1994.</li> <li>● D. R. Bhandarkar, Ashoka, S. Chand &amp; Co., 1964.</li> <li>● D. N. Jha, The Myth of Holy Cow, Verso, 2002.</li> <li>● Kumkum Roy, The Power of Gender &amp; the Gender of Power: Explorations in Early Indian History, Oxford University Press, 2010.</li> <li>● Kumkum Roy, Women in Early India Societies, Manohar, 2002.</li> </ul>	
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POs COs	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	2	1	3	3	2	2
CO2	2	3	2	2	1	3	2	2	2
CO3	2	2	2	2	2	3	2	2	2
CO4	2	1	2	2	2	2	2	1	1
CO5		2	2	2	2	-	-	-	-
CO6	2	2	2	2	2	-	-	-	-

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch :</b>
<b>Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History</b>		<b>Current Academic Year: 2018-19</b>
<b>Branch:</b>		<b>Semester: II</b>
1	Course Code	BPS 101
2	Course Title	General Psychology I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<ol style="list-style-type: none"> <li>1. To introduce research methods that would help understand human behavior.</li> <li>2. To make students understand the perceptual processes.</li> <li>3. To familiarize the students with concept of learning, memory and forgetting.</li> <li>4. To introduce various approaches of personality that help in understanding human behaviour.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to categorize the basic research methods involved in studying human behavior.</p> <p>CO2: The student will be able to comprehend the role of attention and laws of perceptual organization.</p> <p>CO3: The student will be able to use the concept &amp; theories of learning, memory and forgetting to improve their cognitive health.</p> <p>CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.</p>
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	CO Mapping

	<b>Unit 1</b>	<b>Introduction to Psychology: Nature and Its Scope</b>	
	A	Evolution of Psychology as a scientific discipline, Contemporary perceptive of Psychology.	CO1
	B	Subfields & Scope of Psychology	CO1
	C	Basic research methods: Experimental, Survey, Case Study, Observation	CO1
	<b>Unit 2</b>	<b>Attention &amp; Perceptual processes</b>	
	A	Attention: Selective Attention, Sustained and Divided Attention	CO2
	B	Perception: Laws of perceptual organization.	CO2
	C	Depth and Movement Perception, Illusion.	CO2
	<b>Unit 3</b>	<b>Learning</b>	
	A	Classical Conditioning: Pavlov's Experiment, Basic principles- Acquisition, Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward Conditioning.	CO1, CO3
	B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule	CO1, CO3
	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.	CO1, CO3
	<b>Unit 4</b>	<b>Memories &amp; Forgetting</b>	
	A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory	CO3
	B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing	CO3
	C	Forgetting: Retroactive and Proactive Interference, Decay theory, Strategies to improve Memory.	CO3
	<b>Unit 5</b>	<b>Personality</b>	
	A	Meaning, Trait and Type Approach	CO4



	B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness			CO4
	C	Assessment of Personality, Projective Technique			CO1, CO4
	Mode of examination	Theory/Practical			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854			
	Other References	<ol style="list-style-type: none"> <li>1. Morris, C. G., &amp; Maisto, C. G. (2010). Understanding psychology. New York: Pearson.</li> <li>2. Ciccarelli, S. K., &amp; White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.</li> <li>3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.</li> <li>4. UK.Coon, D., &amp; Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage.</li> <li>5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill.</li> <li>6. Gerrig, R. J., &amp; Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.</li> </ol>			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
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CO1	2	2	1	1	1	2	2	1	3	2
CO2	2	1	1	1	1	1	1	1	1	1
CO3	2	2	2	2	2	1	1	2	3	1
CO4	2	2	2	1	1	1	2	1	1	2