
NOIDA INTERNATIONAL UNIVERSITY



DEPARTMENT OF ENGLISH

SCHOOL OF LIBERAL ARTS

BACHELOR OF ARTS: SOCIOLOGY (HONOURS)

(Semester Based Course)

National Education Policy 2020

Rules, Regulations and Course Contents

Effective from
Academic year 2022-2023 onwards

COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME

The UGC suggests the curriculum for the students considering the global, national, regional, local issues and programs for better learning outcomes. The LOCF is designed to emphasize the teaching-learning process at the undergraduate (B.A) level to sensitize and train the students to develop a sound and systematic approach regarding mechanism and processes of human activities. The focus is to help the students to understand the latest tools and techniques, which would help in giving focused and precise understanding of sociological phenomenon. The purpose is to enhance the capability of the students in perceiving, creating and analyzing sound sociological bases and concepts.

This Learning Outcome based Curriculum Framework is designed to emphasize the teaching and learning process at the undergraduate (B.A) from teacher centric to student centric by strengthening the quality of teaching and learning in the present-day real-life scenario of global, regional and local level. It is considered learning as an activity of creativity of innovations and analyzing sociological phenomena.

Programme Objectives: The objective of making the entire programme more comprehensive and interdisciplinary in its approach, so as to provide a wide array of knowledge. Attainment of sound knowledge about the basics that the students are expected to imbibe in the subject. Having a clear understanding of the key concepts related to the subject along with their applications in real life situations. Development of analytical skills, so as to be able to appreciate the importance of the subject and spread its awareness.

The objectives of the B.A. (Honor's) Sociology programme are manifold and start with imparting students with an in-depth knowledge and understanding through the core

courses which form the basis of Sociology. Creative thinking capabilities are also aimed to be encouraged through tutorials. The elective and open elective courses are designed for more specialized and/or interdisciplinary content to equip students with a broader knowledge base. Sociological Theory course is aimed to equip the students to apply theory and criticism to study contemporary social issues. The project is expected to give an effect of how research leads to new findings.

Programme Learning Outcome

- The programme aims to understand the development of Sociological theories and concepts as well as its application in contemporary society.
- This program will develop competency in understanding the alternatives available in chalking out programmes of rural and urban development.
- It is also aimed to frame research questions and set methodology on various topics. Learners will also be able to develop a logical and critical understanding on social issues.
- Students will get better understanding of real-life situation because students must learn about institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society and culture of India. All these would help the students of sociology to build a sense of ethical and social responsibility.
- Learner will be able to understand how the experience of health and illness is shaped by social and cultural contexts. The course will enable students to understand historical and contemporary patterns of migration and develop critical thinking about issues associated with migration and diaspora.
- Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.
- It is also expected to take cognizance of the historical, social and cultural context of each sociological studies and thereby make connections between sociology and society.
- This is meant to sensitize students to get broader understanding on cultural, regional and social aspects and also present an extensive view of the cultural and social patterns of the society in specific time and situations in which it flourished by covering all walks of human life- rational, irrational, carnal, and emotional.

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- It is aimed to provide job opportunities through ‘skill-based’ courses as well as instill in students a new zeal and a new vision of life to make them a better citizen.
 - This program also intended to engage students with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators

National Education Policy 2020

- The NEP provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective / minor or skill-based courses. The courses can be evaluated following the grading system, which is better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates.
- In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student’s performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of NEP System:

- **1. Major:** A course which should compulsorily be studied by a candidate as a core requirement is termed as a Major course.
- **2. Elective Major:** Generally, a course which can be chosen from a pool of courses, and which may be very specific or specialized or advanced or supportive to the discipline / subject of study or which provides an extended scope, or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill is called an Elective Major.

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- **2.3 Minor:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Minor.
 - **P.S.:** A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Minor.
 - **Project work / Dissertation** is considered as a special course involving application of knowledge in solving / analyzing / exploring a real-life situation / difficult problem. A Project / Dissertation work would be of 4 credits. A Project / Dissertation work may be given in lieu of a discipline specific elective paper.
 - **Educational Tours** – The visit to Parliament House both Rajya Sabha and Lok Sabha, President House and other historical locations like forts and other archeological sites will provide the students with a firsthand experience of the topics of study and emphasize their importance and significance to the present world.
 - **Field Study** – Taking up a small project on a related topic that could include collection of data through surveys or interviews could enhance communication skills of the students and enable them to propose a study subject and produce a report based on the data collected. This will form a vital part of the skill acquisition to undertake further research.
 - **Writing Assignments-** Since International Relations studies would also entail extensive writing ability, practical training in writing essays, reports and favoring or opposing an argument or thesis, students must continuously be subjected to assignment writing so that they are well versed with the nuances of writing for a variety of purposes.
 - **Seminar Presentation** – Conducting seminars where student choose specific topics on which they research and present to an audience forms a vital part of developing skills of communication as well as organizing thought in a logical and

cohesive manner.

Semester I

S. No	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070101T	INTRODUCTION TO BASIC CONCEPTS OF SOCIOLOGY	4	1	0	5	40	60	100
2.	A070102T	SOCIOLOGICAL THINKERS – 1	4	1	0	5	40	60	100
3.	A050103T	Indian Culture through Ages (History)	4	1	0	5	40	60	100
	A070103T	Contemporary Issues in Society (Sociology)	4	1	0	5	40	60	100
4.	A270105T	English	3	1	0	4	40	60	100
5.	VC010101	Basic Photography Skills Practical	0	0	3	3	40	60	100
6.	CC010101	Universal Human Values (Jeevan Kaushal)	2	0	0	2	40	60	100
		Total				24			

Semester II

S. No.	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070201T	SOCIETY IN INDIA: STRUCTURE, ORGANIZATION & CHANGE	4	1	0	5	40	60	100
2.	A070202T	WRITING/SKILL DEVELOPMENT ON TOPICS OF CONTEMPORARY SOCIOLOGICAL IMPORTANCE	4	1	0	5	40	60	100
3.	A060203T	Indian Constitution (Political Science)	4	1	0	5	40	60	100
	A390203T	Introduction to the UN system (IR)	4	1	0	5	40	60	100
4.	A110203T	Environmental Studies (Geography)	3	1	0	4	40	60	100
5.	VC010201	Advanced Photography Skills Practical	0	0	3	3	40	60	100
6.	CC010201	Communication Skills (Jeevan Kaushal)	2	0	0	2	40	60	100
		Total				24			

Semester III

S. No.	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070301T	SOCIAL MOVEMENS IN INDIA	4	1	0	5	40	60	100
2.	A03070302T	SOCIAL CHANGE IN INDIA	4	1	0	5	40	60	100
3.	A280303T	Organization Behaviour (Pub. Adm.)	4	1	0	5	40	60	100
	A070303T	Self-Reliance and Socialization (Sociology)	4	1	0	5	40	60	100
4.	A060303T	Human Rights and Laws (Political Science)	3	1	0	4	40	60	100
5.	VC020301	Basic Content Writing Skills	0	0	3	3	40	60	100
6.	CC020301	Professional Skills (Jeevan Kaushal)	2	0	0	2	40	60	100
		Total				24			

Semester IV

S. No.	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070401T	Sociology of Development	4	1	0	5	40	60	100
2.	A070402T	SOCIAL PROBLEMS IN INDIA	4	1	0	5	40	60	100
3.	A090403T	Existential and Humanistic Psychology	4	0	1	5	40	60	100
	A110403T	Tourism Geography (Geography)	4	0	2	5	40	60	100
4.	A070403T	Women and Law (Sociology)	3	1	0	4	40	60	100
5.	VC020401	Advanced Content Writing Skills	0	0	3	3	40	60	100
6.	CC020401	Leadership and Managerial Skills (Jeevan Kaushal)	2	0	0	2	40	60	100
		Total				24			

Semester V

S. N o.	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070501T	Urban Sociology	4	1	0	5	40	60	100
2.	A070502T	SOCIOLOGY OF RELIGION	4	1	0	5	40	60	100
3.	A040503T	Classical Sociological Thought	4	1	0	5	40	60	100
4.	A070504T	SOCIOLOGY OF HEALTH	4	1	0	5	40	60	100
5.	A050505T	Research Methodology in Social Sciences	3	1	0	4	40	60	100
6.	CC030501	Problem-Solving and Decision-Making	2	0	0	2	40	60	100
7.	A040505P	Project	4	0	0	4			
		Total				30			

Semester VI

S. No .	Paper Code	Paper Name	L-SW-P			Credits	Scheme of Marks		
							Internal Marks	External Marks	Total
1.	A070601T	Gender and Society	4	1	0	5	40	60	100
2.	A070602T	Sociology of Migration	4	1	0	5	40	60	100
3.	A070603T	Pioneers of Indian Sociology	4	1	0	5	40	60	100
4.	A070604T	RURAL SOCIOLOGY	4	1	0	5	40	60	100
5.	A270605T	Entrepreneurship and Startup Management	3	1	0	4	40	60	100
6.	CC030601	Communication Skills & Personality Development	2	0	0	2	40	60	100
7.	A040605P	Project	4	0	0	4			
		Total				30			

(Year 1, Semester 1)

SUBJECT NAME: INTRODUCTION TO BASIC CONCEPTS OF SOCIOLOGY

SUBJECT TYPE: MAJOR 1 (CORE)

SUBJECT CODE: A070101T

Programme/Class	Certificate	Year	B.A.I	Semester	I
Subject	Sociology				
Course Code	A070101T		Course Title	INTRODUCTION TO BASIC CONCEPTS OF SOCIOLOGY	
Course Description This course provides a comprehensive introduction to the fundamental concepts and principles of sociology. It aims to give students a foundational understanding of the sociological perspective, the ways in which society influences human behavior, and the key methods sociologists use to study social phenomena.					
Course Objectives: <ul style="list-style-type: none">• To understand the basic concepts and terminology used in sociology.• To explore the major theoretical perspectives within sociology.• To examine the structure and function of various social institutions.• To analyze the role of culture, socialization, and social interaction in human societies.• To investigate issues of social inequality, including class, race, gender, and age.• To introduce the basic methods and tools of sociological research.					
Course Outcomes: <ul style="list-style-type: none">• CO1: This first unit will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.• CO2: The second unit will contribute in enriching the vocabulary and scientific temperament of the students. They will get an understanding on interrelation of sociology with other disciplines.• CO3: The third unit is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge.• CO4: The fourth unit deals with social institutions and its function which will help them to understand the contemporary society in better way.• CO5: The last unit is aimed to explore the socio-cultural process in contemporary society by which the learners will be able to understand the importance of socio-cultural values.					
Credits – 5		Maximum Marks: 100		Minimum Marks: 33	

Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-0-1

Unit	Topic	No. of Lectures
I	Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology, History and Emergence of Sociology in India.	12
II	Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science).	12
III	Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society.	12
IV	Social Institutions: Family, Kinship, Marriage, Education, State & Religion, Social Structure, Status and Role, Norms, Folkways and Moors, Sanctions and Values.	12
V	Culture and Civilization: Pluralism, Multiculturalism, Cultural Relativism. Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration.	12

This is a major Sociology honours course.

Suggested Readings:

1. Berger, P.1963. An Invitation to Sociology: A Humanistic Perspective. Anchor Book.
2. Bottomore, T.B. 1973. Sociology: A guide to Problems and Literature. Routledge.
3. Davis, Kingsley.1973. Human Society. Machmillan Company.
4. Giddens. Anthony. 2009. Introduction to Sociology. WW Norton.
5. Haralambos M. 2014. Sociology: Themes and Perspectives. (Hindi version available). Collins.
6. Inkeles, Alex.1987. What is Sociology. Prentice Hall India Learning PVT.
7. MacIver, R.M. and Charles H. Page.1949. Society: An Introductory Analysis (Hindi version available). SURJEET PUBLICATIONS.
8. Mills, C.W. 1959. The Sociological Imagination. OUP.
9. Thakur, Navendu.2016. Samaj Shastra Ek Parichay. Central Law Publication.
10. जे.पी. सिंह, 2011, समाजशास्त्र के मूलतत्व, PHI Learning PVT.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(Year 1, Semester 1)

SUBJECT NAME: SOCIOLOGICAL THINKERS - 1

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070102T

Programme/Class	Certificate	Year	B.A.I	Semester	I
Subject	Sociology				
Course Code	A070102T		Course Title	SOCIOLOGICAL THINKERS - I	
Course Description This course provides an in-depth exploration of the foundational thinkers in sociology, examining their contributions to the field and their lasting impact on contemporary sociological theory and research. Students will engage with the original texts and major works of key sociological theorists, gaining insight into the historical and intellectual contexts in which these ideas developed.					
Course Objectives: <ul style="list-style-type: none">To introduce students to the major sociological thinkers and their key contributions.To understand the historical and social contexts that shaped these thinkers' ideas.To analyze and critique the theories proposed by these sociologists.To explore the relevance of classical sociological theories to contemporary social issues.To develop critical thinking and analytical skills through the study of primary texts.					
Course Outcomes: <ul style="list-style-type: none">CO1: The first unit is set to make students understand the origin and development of sociology as a discipline in India.CO2: The students will be able to learn the varied theoretical concepts of sociology.CO3: The learner will be able to comprehend the theoretical foundations of sociology as a discipline with special reference to India.CO4: The learner will be able to get better understanding on the theoretical foundations of sociology with special reference to Western thinkers.					
Credits – 5		Maximum Marks: 100		Minimum Marks: 33	
Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-0-1					
Unit	Topic				No. of Lectures
I	Indian Sociological Thought <ul style="list-style-type: none">Vedic ThoughtGandhismArthashastraSufism				15

II	Western Sociological Thought <ul style="list-style-type: none"> • Positivism • Functionalism • Marxism • Fordism 	15
III	Indian Sociological Thinkers – 1 <ul style="list-style-type: none"> • M.N. Srinivas • G.S. Ghuriye • Yogendra Singh • Andre Beteille • Gail Omvedt • Ramchandra Guha 	15
IV	Western Sociological Thinkers -2 <ul style="list-style-type: none"> • Auguste Comte • Karl Marx • Talcott Parsons • Alfred Schutz • Sigmund Freud • Derrida 	15
This is a major honours Sociology course		
Suggested Readings: <ol style="list-style-type: none"> 1. Singh, J.P. 2021. <i>Western Social Thought: The early Masters</i> (Volume 1). Motilal Banarsidas Publishing House. 2. Collins, Randall. 1994. <i>Four Sociological Traditions</i> New York: Oxford 3. Coser, Lewis. 1975. <i>Masters of Sociological Thought</i>. NY: Harcourt, Brace, Jovanovich. 4. Münch, Richard. 1994. <i>Sociological Theory</i>, Vols. 1, 2 & 3. NY: Nelson-Hall. 5. Poloma, Margaret. 1979. <i>Contemporary Sociological Theory</i>. NY: Macmillan. 6. Ritzer, George. 1996. <i>Classical Sociological Theory, Modern Sociological Theory, Postmodern</i> 7. Turner, Jonathan. 1994. <i>The Structure of Sociological Theory</i> Belmont, CA: Wadsworth 8. Gandhi, M.K. 2009. <i>My Experiments with Truth</i>. Fingerprint Publishing. 9. Mishra, Anil Dutt. 2012. <i>Reading Gandhi</i>. Pearson. 10. Kautilya. 2009. <i>Arthashastra</i>. Jaico Publishing House 11. Nagla, B.K. 2012. <i>Indian Sociological Thought</i>. Rawat Publications. 		
Suggested Continuous Internal Evaluation Methods (40 Marks): <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz • Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

Programme /	B.A.	Year	B.A. I	Semester	I
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Class	(Hons)				
Subject	Elective (Anyone)				
Course Code	A050103T	Course Title	Indian Culture Through Ages (History)		
Course Description- This course traces the evolution of Indian culture from its ancient roots to the present day. It explores the diverse facets of Indian civilization, including religion, philosophy, art, literature, and social customs, highlighting their continuity and transformations through time.					
Course Objectives- <ul style="list-style-type: none">• Provide an understanding of traditional and modern concepts of culture.• Explore literary and archaeological sources as tools for understanding the cultural heritage of India.• Examine the cultural developments in ancient India, including Vedic and Post-Vedic culture.• Investigate the cultural landscape of medieval India, focusing on the rise of Bhaktism and Sufism.• Understand the impact of Western ideas on Indian society, the changes in the education system during colonial rule.					
Course Outcome- CO 1 Students will understand the concepts of cultural heritage, including traditional and modern interpretations. CO 2 Students will be familiar with the primary sources used to study Indian culture, both literary and archaeological. CO 3 Students will gain knowledge of ancient Indian culture, including key developments in religion, education, art, architecture, and literature. CO 4 Students will be acquainted with the cultural and educational dynamics of medieval India, particularly the influences of Bhaktism and Sufism. CO 5 Students will understand the changes in Indian culture during the modern period, including the influence of Western ideas.					
Credits – 5		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week): 4-1-0					
Unit	Topic				No. of
					Lectures

I	Concepts of Cultural Heritage <ul style="list-style-type: none"> • Traditional and Modern Concepts of Culture • Tangible and Intangible heritage • Sources to study Indian Culture: Literary and Archaeological 	15
II	Ancient Indian Culture <ul style="list-style-type: none"> • Vedic and Post-Vedic Culture • Rise of Buddhism and Jainism • Ancient Indian Education • Art, Architecture and Literature 	15
III	Medieval Indian Culture <ul style="list-style-type: none"> • Rise of Bhaktism and Sufism • Education during Medieval India • Art, Architecture and Literature 	10
IV	Modern Indian Culture <ul style="list-style-type: none"> • Western Ideas and Indian Responses • Education System during Colonial Rule • Indian Response to Colonialism • Art, Architecture and Literature 	10
V	Evolution of Heritage in India <ul style="list-style-type: none"> • Museums and Conservation Initiatives • UNESCO: Origin, goals and objectives • UNESCO World Heritage Sites in India 	10

	Total Lectures	60
Suggested Readings:		
<input type="checkbox"/> Altekar, AS, 1958, <i>State and Government in India</i> , Delhi		
<input type="checkbox"/> Bandyopadhyaya, N.C. 1980. <i>Development of Hindu Polity and Political Theories</i> , Delhi		
<input type="checkbox"/> Basham, A.L. 1989. <i>The Wonder that was India</i> , Delhi		
<input type="checkbox"/> Bhardwaj R., Kala C, <i>Tribes of India: Realities and Representations</i> , 2022		
<input type="checkbox"/> Buddha Prakash: <i>India and the World</i> , New Delhi.		
<input type="checkbox"/> Chandra, S, 2009: <i>History of Medieval India: Part 1</i> , New Delhi		
<input type="checkbox"/> Chandra, S, 2009: <i>History of Medieval India: Part 2</i> , New Delhi		
<input type="checkbox"/> Chandra, B, 2016, <i>India's Struggle for Independence</i> , New Delhi		
<input type="checkbox"/> E.H. Carr: <i>What is History?</i> London.		
<input type="checkbox"/> Kosambi, D.D. 1975. <i>An Introduction to the Study of Indian History</i> . Bombay.		
<input type="checkbox"/> Kosambi, D.D. 1975. <i>The Culture and Civilization of Ancient India</i> . Delhi.		
<input type="checkbox"/> Majumdar, R.C. 1994. <i>Ancient India</i> . Delhi.		
<input type="checkbox"/> Majumdar, R.C. 1996. <i>The Vedic Age</i> . Mumbai.		
<input type="checkbox"/> Majumdar, R.C., 1922, <i>Corporate Life in Ancient India</i> , Calcutta		
<input type="checkbox"/> Masih, Y. 2017, <i>A Comparative Study of Religions</i> , Varanasi		
<input type="checkbox"/> Sharma, R.S. 1957. <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi		
<input type="checkbox"/> Singh, C. 2015, <i>Aspects of Medieval Indian Architecture</i>		
<input type="checkbox"/> Subbarayappa, B.V. 1988. <i>Scientific Heritage of India</i> . Bangalore.		
<input type="checkbox"/> Thapar, Romila. 1984. <i>Ancient Indian Social History</i> . Hyderabad.		
<input type="checkbox"/> Tiwari, K.N. 1997, <i>Comparative Religion</i> , Varanasi.		

Programme/ Class	B.A.(Hons)	Year I	Semester I
Course Code	A070103T	Course Title	CONTEMPORARY ISSUES IN SOCIETY
<p>Course Description</p> <p>The scope of this course is quite broad and encompasses the study of society, social institutions, social relationships, and human behavior within social contexts. This course offers an in-depth exploration of the pressing issues facing modern societies. Through an interdisciplinary approach, students will analyze, discuss, and critically evaluate the complexities and impacts of these issues on both a local and global scale. By examining the underlying causes and potential solutions, students will gain a comprehensive understanding of contemporary societal challenges.</p> <p>Course Objectives</p> <ul style="list-style-type: none"> • To make student to understand sociological processes of social change, including modernization, globalization, urbanization, and technological advancements, and how these impact societies and individuals. • To develop an understanding on the effects of migration and globalization on societies, including economic, cultural, and political aspects, and discuss policies for managing these phenomena. • To sensitize the learners about the causes and impacts of social inequality and injustice, including issues related to race, gender, and socioeconomic status, and propose strategies for achieving equity. • To make realize the causes and consequences of political polarization, its impact on democratic processes, and explore ways to foster constructive political dialogue and participation. <p>Course Outcomes</p> <p>CO1: The learners will be able to understand the origin and development of sociology as a discipline.</p> <p>CO2: The students will learn the varied theoretical concepts of sociology especially how sociology as a popular discipline had emerged in 19th century in India. This unit will help them to understand the historical roots of sociology in India and of India.</p> <p>CO3: The learners will be able to get a thematic understanding on the concepts and perspectives to analyze basic institutions of Indian society.</p> <p>CO4: The students will be able to understand necessary socio-political condition of social change which took place after independence.</p> <p>CO5: Learners will be able to get in-depth understanding on various sociological aspects of inequality providing ample scope for research on social pathology.</p>			
Credits – 5		Maximum Marks: 100	Minimum Marks: 33
Total No. of Lectures –Tutorials – Practical (in hours per week): 4-1-0			
Unit	Topic	No. of Lectures	
I	INTRODUCTION TO SOCIOLOGY <ul style="list-style-type: none"> • Understanding Sociology • Meaning & Definitions 	12	

	<ul style="list-style-type: none"> Emerging Scope & Significance of Sociology Evolution of Discipline in India & West 	
II	EVOLUTION OF SOCIETIES <ul style="list-style-type: none"> Meaning and Definition of society Origin and Evolution of Societies Sociological Perspective on Societies Contemporary Societies & Associated Issues 	12
III	SOCIAL INSTITUTIONS IN INDIA <ul style="list-style-type: none"> Family: Meaning & Types Kinship: Meaning & Types Marriage: Meaning & Types Changing Trends in Family, Kinship and Marriage 	12
IV	SOCIAL PROCESSES AND SOCIAL CHANGES <ul style="list-style-type: none"> Sanskritization and De-Sanskritization Westernization and Globalization Meaning and Types of Social Change Theories of Social Change & Associated Issues 	12
V	CONTEMPORARY SOCIAL ISSUES <ul style="list-style-type: none"> Transnational Migration and Transnationalism Women and Child Trafficking Poverty and Unemployment Sexual Harassment at Workplace 	12
	Total classes	60
Suggested Readings: <ol style="list-style-type: none"> Smarak, Swain. 2019. Contemporary Social Issues. Oak Bridge Rao, C.N. Shankar. 2019. Principles of Sociology with an introduction to social thoughts. S. Chand Publications. Ahuja, Ram. 2021. Social Problems in India. Rawat Publications. 		

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4. Haralambos M. 2014. Sociology: Themes and Perspectives. (Hindi version available). Collins.
 5. Inkeles, Alex.1987. What is Sociology. Prentice Hall India Learning PVT.
 6. Mills, C.W. 1959. The Sociological Imagination. OUP.

Programme / Class	B.A. (Hons)	Year	B.A. I	Semester	I
Subject	Minor I (Other Department)				
Course Code:	A270105T	Course Title	English		
Course Description: This course provides a comprehensive introduction to essential English grammar concepts, designed for learners seeking to strengthen their understanding of grammatical structures and improve their writing and communication skills. Course Objectives: <ul style="list-style-type: none">• Identify and correctly use definite and indefinite articles in various contexts.• Distinguish between different types of nouns (common, proper, collective, abstract) and apply them appropriately in sentences.• Utilize degrees of comparison (positive, comparative, superlative) to describe and contrast nouns accurately.					

Course Outcomes:

CO1: Understand the usage of definite and indefinite articles in English sentences.

CO2: Identify and use various types of pronouns appropriately in sentences.

CO3: Classify verbs based on their function and usage in sentences.

CO4: Identify and use prepositions correctly to show relationships between nouns, pronouns, and other words in sentences.

CO5: Construct grammatically correct sentences using different sentence structures (simple, compound, complex).

Credits – 4

Max. Marks: 100

Min. Passing Marks :33

Total No. of Lectures – Tutorials- S/W - Practical (in hours per week): 3-1-0

Unit	Topic	No. of Lectures
I	Unit I: Articles and Nouns <ul style="list-style-type: none">Articles: Definite and Indefinite articlesNouns: Types of nouns (common, proper, collective, abstract), gender, number (singular, plural), case (nominative, objective, possessive)	10
II	Unit II: Pronouns and Adjectives <ul style="list-style-type: none">Pronouns: Personal, possessive, reflexive, demonstrative, indefinite, interrogative, relativeAdjectives: Types of adjectives (descriptive, demonstrative, possessive, interrogative, indefinite), degrees of comparison (positive, comparative, superlative)	10
III	Unit III: Verbs and Adverbs	

	<ul style="list-style-type: none"> Verbs: Types of verbs (action, linking, helping), finite and non-finite verbs, regular and irregular verbs, tense (present, past, future), mood (indicative, imperative, subjunctive) Adverbs: Types of adverbs (manner, place, time, frequency, degree), comparative and superlative forms 	10
IV	Unit IV: Prepositions and Conjunctions <ul style="list-style-type: none"> Prepositions: Types of prepositions (simple, compound, phrasal), usage in sentences Conjunctions: Types of conjunctions (coordinating, subordinating, correlative), usage in joining words, phrases, and clauses 	10
V	Unit V: Sentence Structure and Basic Sentence Types <ul style="list-style-type: none"> Sentence Structure: Simple sentences, compound sentences, complex sentences Basic Sentence Types: Declarative, interrogative, imperative, exclamatory sentences Subject-Verb Agreement: Agreement rules for singular and plural subjects with verbs 	8
		48

Suggested Readings:

"Wren and Martin High School English Grammar and Composition"

"Grammar for English Language Teachers" by Martin Parrott

"The Only Grammar Book You'll Ever Need" by Susan Thurman

"Oxford A-Z of Grammar and Punctuation" by John Seely

"Understanding and Using English Grammar" by Betty Azar

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Programme / Class	B.A. (Hons)	Year	B.A. I	Semester	I
Subject	Minor II (Vocational)				
Course Code	VC010101	Course Title	Basic Photography Skills Practical		
Course Objectives: The Students will be able to: <ul style="list-style-type: none">• Gain proficiency in handling camera controls, lens attachment, and basic camera settings.• Learn to compose images effectively, control exposure, and capture images in various lighting conditions.• Gain hands-on experience through practical exercises and develop a visual eye.					
Course Outcome: After the completion of the course students will be able to: CO1: Understand Handle Digital SLR Camera CO2: Learn to compose and shoot in different lighting conditions.					
Course Outcome- CO1: Handle Digital SLR Camera CO2: Compose and Shoot in different lighting conditions.					
Credits – 3		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week): 0-0-3					
Unit	Topic				No. of Lectures
I	Introduction to Photography & Camera <ul style="list-style-type: none">• Basics of Photography.• Principles of Camera Obscura.• Working of Camera• Understanding various types of Cameras & its Parts (Including pinhole, compact camera, Polaroid Camera, T.L.R, S.L.R, D.S.L.R camera)• Practical Assignment: Students will submit an assignment based on analysis of 5 photographs from the Mobile Phone.				10
II	Practical exercises- <ul style="list-style-type: none">• Proper way of holding a DSLR Camera. (Battery, Card, Lenses)• Handling accessories- Tripod, Base Plate, Camera flash, etc.• Auto Manual Focus use				10

	<ul style="list-style-type: none"> Vertical vs. Horizontal 	
III	<p>Exposure Triangle (Aperture, Shutter, ISO)</p> <ul style="list-style-type: none"> Auto White Balance, Auto Focus Types of shots & Angle <p>Assignment 1- Students will submit Hardcopies of 6 photographs of different exposure.</p>	10
IV	<ul style="list-style-type: none"> Photoshop basics & Mobile Apps Overview of software- Image size and resolution Tools (Selections tools, move tools Painting tools: Intro, paint bucket Gradient pattern Pen Tools, Eraser tools, etc tools) 	10
V	<ul style="list-style-type: none"> Intro to layers The tax type tool, Blending option (Layer Style) Color correction. Final Project - Students will submit photo essay of any Beats <p>Consisting 10- 15 photographs (printed on photo paper). Each photo should have a suitable caption</p>	05

Suggested Readings:

1. The Darkroom Cookbook; Anchell, Stephen G.
2. Practical photography; Freeman, John.
3. Visual Communication: Images with messages by Paul Martin Lester
4. Focal Press: Basic Photography by Michael Langford.
5. The History of Photography: As Seen Through the Spira Collection, S.F. Spira

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Programme / Class	B.A. (Hons)	Year I	Semester I
Course Code	CC010101	Course Title	Universal Human Values
Course Description: This course explores foundational ethical principles and values crucial for personal development and societal harmony. Through a comprehensive examination of concepts such as love, compassion, non-violence, peace, service, and renunciation, students will gain insights into how these values shape individual behaviour and contribute to a just and equitable society. The course also delves into constitutional values and their application in contemporary contexts.			
Course Objectives: <ul style="list-style-type: none">• Develop a deep understanding of ethical principles and their practical applications in personal and societal contexts.• Enhance critical thinking and ethical decision-making skills through the analysis of historical, literary, and real-world examples.• Foster a commitment to core values such as non-violence, peace, service, and constitutional principles to contribute positively to society.			
Course Outcome- CO1: Students will be able to articulate a clear and comprehensive definition of love and identify its various forms CO2: Students will be able to define non-violence and explain its importance in personal behaviour and societal change. CO3: students will define peace, its importance, and its relation to harmony and balance in both personal and societal contexts. CO4: Students will discuss the fundamental rights guaranteed by the Constitution and the associated duties of citizens, analysing their implications.			
Credits – 2	Max. Marks: 100		Min. Passing Marks:33
Total No. of Lectures - Tutorials - Practical (in hours per week): 2-0-0			
Unit	Topic		No. of Lectures
I	Unit I: Love and Compassion <ul style="list-style-type: none">• Definition and concept of love• Different forms of love: self, family, friends, spouse, community, nation,		5

	<p>humanity, and non-living entities</p> <ul style="list-style-type: none"> • Understanding compassion and its relationship with love • Differences between love, compassion, empathy, sympathy, and non-violence 	
II	<p>Unit II: Non-Violence and Righteousness</p> <ul style="list-style-type: none"> • Definition and concept of non-violence • The role of love, compassion, empathy, and sympathy in non-violence • The principle of Ahimsa (non-killing) • Historical and literary examples of non-violence • Local folklore examples • Benefits of practicing non-violence • Definition and concept of righteousness • Righteousness and its relation to dharma and propriety 	8
III	<p>Unit III: Peace and Service</p> <ul style="list-style-type: none"> • Definition and concept of peace • Relation to harmony and balance • Historical and literary examples of peace efforts • Benefits of practicing peace • Consequences of failing to practice peace • Analyzing real-world case studies related to peace • Definition and forms of service • Service for self, family, community, nation, and beyond • Individuals remembered for their contributions through service • Benefits of practicing service 	7
IV	<p>Unit IV: Renunciation (Sacrifice) and</p> <ul style="list-style-type: none"> • Definition and concept of renunciation • Difference between renunciation and sacrifice • Self-restraint and overcoming greed • The idea of action-based renunciation • Benefits of practicing renunciation • Consequences of failing to practice renunciation 	5

V	Unit V: Constitutional Values <ul style="list-style-type: none"> Overview of fundamental values: Justice, Liberty, Equality, Fraternity, Human Dignity Detailed discussion on Fundamental Rights: Right to Life, Freedom of Speech, Education, Health, Housing, Work, and Against Exploitation Overview of Fundamental Duties: Respect for the Constitution, National Symbols, Sovereignty, Harmony, Heritage, Environment, Scientific Temper, Public Property, Excellence, Education 	5
	Total Lectures	30

Suggested Reading:

- Basham, A.L. 1954. First edition. The Wonder That Was India. London: Picador Press.
- Ghosh, Shantikumar. 2004. Universal Values. Kolkata: The Ramakrishna Mission.
- Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.
- Joshi, Kireet. 1997 Education for Character Development. Delhi: Dharma Hinduja Centre of Indic Studies.
- Joshi, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.
- Mookerji, Radha K. 1989 Ancient Indian Education. Delhi: Motilal Banarasidass

Patra, Avinash. 2012. The Spiritual Life and Culture of India. London: Oxford University Press.

(Year 1, Semester 2)

SUBJECT NAME: SOCIETY IN INDIA: STRUCTURE, ORGANIZATION AND CHANGE

SUBJECT TYPE: MAJOR 1 (CORE)

SUBJECT CODE: A070201T

Programme/Class	Certificate	Year	B.A. I	Semester	II
Subject	Sociology				
Course Code	A070201T	Course Title	SOCIETY IN INDIA: STRUCTURE, ORGANIZATION & CHANGE.		
Course Description This course offers an in-depth examination of Indian society, focusing on its structure, organization, and the dynamics of social change. It aims to provide students with a comprehensive understanding of the diverse and complex social fabric of India, exploring historical and contemporary perspectives. The course covers various aspects of Indian society, including caste, class, religion, family, and gender, while also addressing the impacts of globalization, modernization, and social movements.					
Course Objectives <ul style="list-style-type: none"><input type="checkbox"/> To understand the historical and cultural foundations of Indian society.<input type="checkbox"/> To analyze the structure and organization of key social institutions in India.<input type="checkbox"/> To explore the role of caste, class, religion, and gender in shaping social interactions and relationships.<input type="checkbox"/> To examine the processes of social change and development in India.<input type="checkbox"/> To critically engage with contemporary social issues and challenges facing Indian society.					
Course Outcomes <ul style="list-style-type: none">• This first unit is designed in this manner, so that students will be able to remember the concepts related to Indian Society.• The second unit would familiarize the students about Indian Society its linkages and continuity with past and present.• The third unit will give insights to learners to analyze contemporary Indian society with special reference to tribal society.• The learner will get a comprehensive understanding of various social classes of Indian society.• The students will be able to evaluate the Institutions of Indian society and the social process.					
Credits – 5	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials/SW – Practical (in hours per week): 4-0-1					
Unit	Topic				No. of Lectures

I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.	12
II	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.	12
III	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.	12
IV	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women.	12
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family.	12
This is an elective course open for all.		
Suggested Readings: <ol style="list-style-type: none"> 1. Bose, N.K.1967. Culture and Society in India. Asia Publishing House. 2. Dube, S.C., 1958. India's Changing Villages. Routledge. 3. Karve, Irawati, 1961. Hindu Society: An Interpretation. Deshmukh Prakashan. 4. Srinivas, M.N., 1963. Social Change in Modern India. Orient BlackSwan. 5. अहूजाआर. 2000. भारतीयसमाज, रावतपब्लिकेशन 		
Suggested Continuous Internal Evaluation Methods (40 Marks): <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz • Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

(Year 1, Semester 2)

**SUBJECT NAME: WRITING /SKILL DEVELOPMENT ON TOPICS OF
CONTEMPORARY SOCIOLOGICAL IMPORTANCE**

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070202T

Course Code	A070202T	Course Title	WRITING/SKILL DEVELOPMENT ON TOPICS OF CONTEMPORARY SOCIOLOGICAL IMPORTANCE
Course Description This is the theory/ practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology. This course is designed to enhance students' writing and analytical skills by engaging with topics of contemporary sociological significance. Students will develop their ability to articulate sociological concepts, conduct research, and present their findings effectively. The course emphasizes the development of clear, coherent, and persuasive writing tailored to various audiences, including academic, policy-making, and general public.			
Course Objectives: <ul style="list-style-type: none">To improve students' academic writing and research skills.To develop the ability to critically analyze and discuss contemporary sociological issues.To enhance skills in constructing well-argued, evidence-based written work.To understand the importance of clear and effective communication in sociology.To provide practical experience in various forms of sociological writing, including essays, research papers, policy briefs, and opinion pieces.			
Course Outcomes: CO1: This course would enhance and inculcate the analytical skills among the students. CO2: The learners will enrich the conceptual vocabulary that they are equipped with the writing style in Sociology. CO3: The students who are interested in the field of Media, Journalism, Essay writer, Column writer, Psephology, Journalism would be benefitted from this course.			
Credits – 5	Maximum Marks: 100	Minimum Marks: 33	
Total No. of Lectures –Tutorials/SW – Practical (in hours per week) : 4-0-1			
Unit	Topic	No. of Lectures	
I	Book View and Field View The structure and composition of Indian society: Village, Town, City, Rural Urban linkages, Indigenous Knowledge.	12	
II	Sociological Sensibilities Caste, Race, Ethnicity, Gender, Religion, Age, Cultural Diversity, Demography	12	
III	Styles of Sociological Writing: Narrative, Critical Analysis, Analytical Analysis, Ethnographic Analysis	12	

IV	Methods of Sociological Writing: Statistical, Ethnographical, Illustrative, Case-based, Oral histories, Content	12
V	Perspective of Sociological Writing: Indological, Historical, Structural and Functional Perspective to study Indian Society.	12
This is a major sociology honors course		
Suggested Readings: <ol style="list-style-type: none"> 1. J, Jennifer. Quinn.S. Brown.R, 2011. Writing for Sociology, University of California, Berkeley. 2. Uberoi, Patricia. 1993. Family, Kinship and Marriage in India. OUP. 3. Ahuja, Ram. 2001. Research Methods. Rawat Publication. 4. Denzin, et. al. 2011. The Sage Handbook of Qualitative Research. Sage Publication. 4. शर्मा,के.एल. 2006. भारतीयसामाजिकसंरचनाएवंपरिवर्तन,रावतपब्लिकेशंस 		
Suggested Continuous Evaluation Methods (40 marks) <ul style="list-style-type: none"> • Practical file evaluation main focus on presentation, content and proper use of research methodology& Viva. • Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

Programme / Class:	B.A. (Hons)	Year	B.A. I	Semester	II
Subject:	Choice Based Elective (Anyone)				
Course Code:	A060203T	Course Title	Indian Constitution (Political Science)		
Course Description: Indian constitution is living document and it has evolved with the interaction between internal and external factors. Indian constitution reflects the various philosophies like liberalism, socialism and Gandhianism. Indian constitution includes rights, duties of the citizens and the relationship between state and its citizens as well as the question of federalism or center-state relations etc.					
Course Objectives <ul style="list-style-type: none">• To understand the historical background of Indian constitution.• To understand the pattern of the nature of the Indian state.• To explore the political process from the top down and the bottom up.• To find the factors this affects the relationship between the center and the state.					
Course Outcomes:					
CO1- This paper helps students to understand the evolution of constitution through the debates of constituent assembly and the philosophy of Indian constitution. Acquaintance to Indian Constitution and its evolution is indispensable for a student to make a sense of Indian Constitution.					
CO2: The course is designed to provide an understanding about the structure and role of political actors at the Central/Union levels.					
CO3: The course is to make students aware of political process at the state level where the issues can be understood from the prism of the interaction between the governor and the chief minister and help to understand the consequences or impact.					
CO4: This unit will explore the dynamics within the courts and the interaction between the courts and other political institutions of the state.					
CO5: Students are expected to learn about the key question like federalism and the dimensions of center-state relations. This chapter also helps students to develop their understanding about the free and fair elections through the role of Election Commission of India.					
Credits – 5	Max. Marks: 100		Min. Passing Marks :33		

Total No. of Lectures - Tutorials - Practical (in hours per week): 4-1-0

Unit	Topic	No. of Lectures
I	<ul style="list-style-type: none"> • Stages of Constitutional Development • Making of The Constituent Assembly • Philosophy of Indian Constitution • Citizenship Fundamental Rights • Fundamental Duties • Directive Principles of State Policy 	12
II	<ul style="list-style-type: none"> • Union Executive & Union Legislature • President • Lok Sabha, Rajya Sabha and Speaker • Prime Minister and Cabinet 	12
III	<ul style="list-style-type: none"> • State Executive & Legislature • Powers and Functions • Relationship between the Governor & Chief Minister, • Legislative Assembly • Legislative Council 	12
IV	<ul style="list-style-type: none"> • Judiciary • Composition, Powers & Jurisdiction of Supreme Court, High Court, and District Court 	12
V	<ul style="list-style-type: none"> • Centre-State Relations: Administrative, Legislative & Financial • Special Provisions for Tribal Areas and N-E • Composition, Functions and Powers of Election Commission of India 	12

Suggested Readings:

1. Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis New Delhi
2. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press New Delhi
3. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantraaur Rajneetik Prakriya' Orient Blackswan New Delhi
4. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi

5. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi
6. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.
7. Speech of Dr. B.R. Ambedkar, Constituent Assembly Debates, Vol. IX, 1561 (16/09/1949) ("We have given power to the Legislatures of the State and Parliament to make laws regarding preventive detention. What I am trying to do is to curtail that power and put a limitation upon it. I am not doing worse. You have done worse.").
8. Basu Durga Das, 2009, Introduction to the Constitution of India (20th Edition), Lexis Nexis Butterworths, Wadhwa
9. Granville Austin, 2001, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi
10. Indian Administration (BA2-PA2), 2013, Dr. B. R. Ambedkar Open Legislature University, Hyderabad
13. Kashyap Subhash, 2015, Our Parliament, National Book Trust, New Delhi.
14. Laxmikanth M., 2013, Public Administration, McGraw Hill Education (India) Pvt. Ltd, New Delhi

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Programme / Class	B.A. (Hons)	Year I	Semester II
Subject	Choice Based Elective (Anyone)		
Course Code	A390203T	Course Title	Introduction to the UN System (IR)
<p>Course Description:</p> <p>This course offers a comprehensive study of the United Nations (UN) system, its historical development, structure, and evolving role in the complex landscape of global governance. The course talks about the theoretical foundations of international cooperation, the UN's legal framework and core principles, and its diverse range of activities in areas like security, peacebuilding, human rights, and development. Through critical analysis of real-world challenges, you'll gain a nuanced understanding of the UN's strengths, limitations, and ongoing relevance in the 21st century.</p> <p>Course Objectives:</p> <p>The students will be able to:</p> <p>CO1: Explain the evolution of the League of Nations as predecessor to the UNO.</p> <p>CO2: Describe the importance of the UN and General Assembly and Security Council.</p> <p>CO3: Find the importance and working of organs and specialised agencies of UN.</p> <p>CO4: Express the usefulness of the organisation and working on UNHCR - UNDP UNCTAD - WFP</p>			

- IAEA - WTO, IMF, IBRD

CO5: Describe the impact on the peace keeping efforts of the UN and arms control points, human rights issues, environmental and habitat protection efforts.

Course Outcomes:

After completion of the Course, the student will be able:

- Understanding the evolution of the League of Nations as predecessor to the UNO
- Examine the importance of the UN and General Assembly and Security Council and duties and responsibilities of Security Council.
- Analyse the importance of the secretariat the office of the secretary General and working of ECOSOC.
- Assess the usefulness of the organisation and working on UNHCR and UNDP.
- Evaluate the impact on the peace keeping efforts of the UN and arms control points, human rights issues, environmental and habitat protection efforts.

Unit	Topic	No of Lectures
I	Introduction and Importance <ul style="list-style-type: none">• Meaning of International Organizations• The need and importance of International Organizations• The League of Nations as predecessor to the UN• The Atlantic Charter – Efforts at founding the UN• Purposes of the UN – UN as an improvement upon the league• Key elements of the Charter – the amending process.• The League of Nations and the Establishment of the United Nations	12
II	Structure and Functioning of the UN <ul style="list-style-type: none">• Need and Importance of the UN• Main organs of the UN and their roles :The General Assembly, its membership, duties and powers A performance evaluation of the Assembly• The Security council as an extension of the League Council – Membership – Maintenance of international peace and security – Duties and responsibilities of the Security Council• Role of the Permanent Members – Working of maintenance of international peace and security	12

	<ul style="list-style-type: none"> Specialized agencies, programs, and funds within the UN system The UN Secretariat and its functions 	
III	UN organizations and International Development. <ul style="list-style-type: none"> UNHCR UNDP WTO IMF BRD and IDA 	12
IV	Thematic Activities of the UN <ul style="list-style-type: none"> Peace and security: peacekeeping, peacebuilding, and conflict resolution Human rights: promoting and protecting human rights globally Development: fostering sustainable development and economic cooperation Humanitarian assistance and disaster response 	12
V	The UN in a Contemporary World <ul style="list-style-type: none"> Contemporary challenges facing the UN: security threats, climate change, pandemics The UN's role in a multipolar world: emerging powers and changing dynamics Reform efforts and debates surrounding the UN's effectiveness Strengths and weaknesses of the UN 	12
TOTAL LECTURES		

Suggested Readings:

1. Alger, Chadwick F. (2006), *The United Nations System: A Reference Handbook*, ABC-CLIO: London.
2. Baehr, Peter R. and Gordenker, Leon (2005), *United Nations: Reality and Ideal*, 4th ed. Palgrave, Basinstoke, pp.125-145.
3. Claude, Jr. Inis L., (1971) *Swords into Plowshares: The Problems and Progress of International Organization*, 4th edn. Random House, New York.
4. Doyle Michael W and Sambanis, Nicholas (2007), „Peacekeeping Operations“ in Weiss, Thomas G. and Daws, Sam, ed. *The Oxford Handbook on the United Nations*, Oxford University Press, Oxford, pp. 323-348.
5. Urquhart, B. (2016). *The United Nations: Reality and Ideal*. W. W. Norton & Company.
6. Zimmern, A. (1951). *The UN System: From Albert Einstein Institution to World Wide*

- Government*. Alfred A. Knopf.
7. Kennedy, P. (2011). *The UN System: How It Works and What It Needs*. Thames & Hudson.
 8. Fasulo, L. (2015). *An Insider's Guide to the UN*. Yale University Press.
 9. Hanhimäki, J. M. (2008). *The United Nations: A Very Short Introduction*. Oxford University Press.
 10. Weiss, T. G., & Daws, S. (Eds.). (2007). *The Oxford Handbook on the United Nations*. Oxford University Press.
 11. Alger, C. F. (Ed.). (2005). *The Future of the United Nations System: Potential for the Twenty-First Century*. United Nations University Press.
 12. Porter, J. J. (2003). *The United Nations Today*. Rowman & Littlefield Publishers.
 13. Simma, B., et al. (Eds.). (2012). *The Charter of the United Nations: A Commentary*. Oxford University Press.
 14. Ramdin, A. R. (2017). *Global Governance and the United Nations System*. Routledge.

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Programme / Class	B.A. (Hons)	Year I	Semester II
Course Code	A110203T	Course Title	Environmental Studies
Course Description: <p>This course explores important ecological and environmental concepts, focusing on ecosystem structure, function, and energy flow. It explores major ecosystems, including terrestrial and aquatic systems, and examines biological diversity and its conservation. Topics include biogeographic zones of India, global biodiversity hotspots, threats to biodiversity, and conservation strategies. Students will study ecosystem services, biome classification, ecological succession, and the impacts of soil erosion and desertification. The course also addresses environmental pollution, industrial waste management, climate change, and related laws. Special attention is given to tribal rights and human-wildlife conflicts in India, equipping students with practical knowledge for addressing environmental challenges.</p>			
Course Objectives: <p>CO1:. Students will understand the structure and function of various ecosystems and the interrelationships among their components.</p> <p>CO2: Students will learn about major environmental issues such as climate change, pollution,</p>			

biodiversity loss, deforestation, and water scarcity.

CO3: Students will analyze how human activities affect the environment, including the consequences of urbanization, industrialization, and agriculture.

CO4: Students will develop the ability to collect, analyze, and interpret environmental data using scientific methods.

CO5: Students will learn to identify environmental problems and propose viable solutions based on scientific, economic, and social considerations.

Course Outcomes:

After completion of the Course, the student will be able:

- Understanding comprehensive knowledge of the structure and function of various ecosystems, including the interrelationships among their biotic and abiotic components.
- Identify and critically assess major environmental issues such as climate change, pollution, biodiversity loss, deforestation, and water scarcity.
- Analyze the effects of human activities—such as urbanization, industrialization, and agriculture—on the environment, and understand the resulting ecological consequences.
- Develop skills to collect, analyze, and interpret environmental data through scientific methodologies, enabling informed decision-making.
- Formulate and evaluate potential solutions to environmental problems, considering scientific, economic, and social factors to propose viable and sustainable approaches.

Credits – 4

Max. Marks: 100

Min. Passing Marks:33

Total No. of Lectures - Tutorials - Practical (in hours per week): 3-1-0

Unit	Topic	No. of Lectures
I	<ul style="list-style-type: none">• Ecology and Ecosystem.• Structure, function and Energy flow of the ecosystem.• Ecotone and ecological succession.• Major Ecosystems: Terrestrial ecosystem, Aquatic ecosystem.	8

II	<ul style="list-style-type: none"> • Biological diversity: genetic, species and ecosystem diversity. • Biogeographic zones of India. • Biodiversity patterns and global biodiversity hot Spots. • Threats to biodiversity: deforestation, habitat loss, poaching of wildlife. • Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. 	9
III	<ul style="list-style-type: none"> • Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. • Biome, Classification of biome. • Ecological Successions, Soil erosion and desertification. 	8
IV	<ul style="list-style-type: none"> • Environmental pollution, Types, causes, effects and controls. • Industrial waste management, Control measures of urban and industrial waste, Solid waste management. • Control measures of urban and industrial waste. 	10
V	<ul style="list-style-type: none"> • Climate change, global warming, ozone layer depletion, acid rain, Impacts on human communities and agriculture. • Environment Laws, Nature reserves. • Tribal population and rights. • Human - wildlife conflicts with special reference to India. 	10
	Total Lectures	45

Suggested Readings:

1. Agarwal KC, 2001.

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2. Environmental Biology, Nidi Publishers Ltd. Bikaner.
 3. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India.
 4. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc.
 5. Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).
 6. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
 7. De AK, Environmental Chemistry, Wiley Eastern Ltd.
 8. Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press.
 9. Hawkins RE, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
 10. Heywood VH and Watson RT, 1995. Global Biodiversity Assessment. Cambridge University Press.
 11. Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi.

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Programme / Class	B.A. (Hons)	Year	I	Semester	II
Course Code	VC010201	Course Title	Advanced Photography Skill (Practical)		
Course Description: This course delves deep into the art and science of photography, building upon foundational skills. Students will explore advanced techniques in composition, lighting, exposure, and post-processing to elevate their photographic vision.					
Course Objectives: <ul style="list-style-type: none">The students will be able to understand the fundamentals of digital photography, including image capture, processing, and file formats.Develop a strong foundation in digital image quality concepts, such as resolution, pixel depth, and aspect ratio.Exposure triangle (aperture, shutter speed, ISO) to achieve desired effects in various photographic scenarios.					
Course Outcome: CO1: Students will be able to: Define the process, uses, principles and advantages of digital photography. CO2: Develop the concept of the basics of digital imaging Resolution, Pixel depth, Aspect Ratio, File Formats, File Size, Image Compression etc. Visualize the concept of digital platform and various methods of image capture. CO3: Handle the exposure triangle in DSLR for different compositions.					
Credits – 3	Max. Marks: 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week): 0-0-3					
Unit	Topic				No. of Lectures
I	Introduction to Photography & Camera <ul style="list-style-type: none">Sensors: CCD and CMOSSoft focus, long exposure, short exposure, multiple exposures,White Balance, FocusUnderstanding lenses (Prime, Telephoto lenses, Wide Angle, Normal, Fisheye, etc.)Use of different Mode dial in photographyAssignment 1- Students will submit softcopies of 6 photographs of different exposure and lenses				10
II	Composition <ul style="list-style-type: none">Formats of a digital image				10

	<ul style="list-style-type: none"> • Focal length, field of view and depth of field • Rule of Thirds • Balancing Elements, Symmetry and Patterns • Viewpoint, Depth, Framing, Nose Room. <p>Assignment 2 - Students will submit softcopies of 6 photographs of different guidelines of composition. Students will submit hardcopies of 3 selected photographs printed on photo paper.</p>	
III	<p>Lights & Various Beats</p> <ul style="list-style-type: none"> • Lighting & its control (source, Flash) • One, two & three point lighting • Bounce Lighting • Hard and soft lighting • Direct light, diffused light, 	10
IV	<p>Different Area of Photography</p> <ul style="list-style-type: none"> • Stop motion Photography • Product Photography • Model & Fashion Photography 	10
V	<ul style="list-style-type: none"> • Wildlife Photography • Portrait, Nature & landscapes, • Event & Wedding Photography Etc. • Final Project - Students will submit photo essay & Stop motion Film 	5
	Total Lectures	45

Suggested Readings:

- Langford, M., Smith, R. S., & Renn, P. (2010). Langford's basic photography: The guide for serious photographers. Oxford: Focal.
- Langford, M. (1987). The step-by-step guide to Photography. New York: Alfred A. Knopf
- London, B., & Upton, J. (1998). Photography. New York: Longman
- The Darkroom Cookbook; Anchell, Stephen G.
Practical photography; Freeman, John

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Programme / Class	B.A. (Hons)	Year	I	Semester	II
Course Code	CC010201	Course Title	Communication Skills (Jeevan Kaushal)		
Course Description: This course provides a comprehensive exploration of communication principles and practices essential for personal and professional success. By delving into various aspects of communication, from foundational concepts to advanced techniques, students will enhance their ability to convey ideas clearly and effectively. The course covers the fundamentals of communication, listening skills, verbal and non-verbal communication, reading and comprehension, and written communication.					
Course Objectives: <ul style="list-style-type: none">• Develop a thorough understanding of communication fundamentals and their application in various contexts.• Enhance listening skills through active listening techniques and strategies to overcome barriers.• Improve verbal communication abilities, focusing on pronunciation, articulation, vocabulary building, and fluency.• Apply effective reading and comprehension techniques to analyse and interpret texts critically.• Master the principles of effective writing, including clear structure, organization, and argument presentation.					
Course Outcome- CO1: Identify common communication problems that may be holding learners back. CO2: Identify what their nonverbal messages are communicating to others.					
Credits – 2		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week): 2-0-0					
Unit	Topic				No. of Lectures
I	<ul style="list-style-type: none">• Unit I: Fundamentals of Communication• Definition of communication• Importance of communication and communication skills• Components (Cs) of Communication• Influence of barriers in the process of communication				4

	<ul style="list-style-type: none"> • Importance of cross-cultural awareness in communication • Influence of non-verbal cues in the communication process 	
II	<ul style="list-style-type: none"> • Unit II: Listening Skills • Techniques of Effective Listening • Active Listening and Comprehension • Types of Listening (e.g., empathetic, critical) • Overcoming Barriers to Effective Listening 	6
III	Unit III: Verbal Communication <ul style="list-style-type: none"> • Pronunciation and Articulation • Enunciation and Clarity • Building Vocabulary • Developing Fluency 	5
IV	Unit IV: Reading and Comprehension <ul style="list-style-type: none"> • Techniques for Effective Reading • Strategies for Evaluating Ideas and Information • Critical Interpretation of Texts 	5
V	Unit V: Written Communication <ul style="list-style-type: none"> • Principles of Effective Writing • Structure and Organization of Written Communication • Avoiding Ambiguity, Vagueness, and Oversimplification • Providing Background Information and Context • Structuring and Presenting Argument 	5

Suggested Reading:

- "Communication Skills" by Sanjay Kumar Sharma
- "The Art of Effective Listening" by Judy Pearson and Paul Nelson
- "The Art of Public Speaking" by Stephen E. Lucas
- "Reading Critically, Writing Well" by Rise B. Axelrod and Charles R. Cooper

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(Year 2, Semester 3)

SUBJECT NAME: SOCIAL MOVEMENTS IN INDIA

SUBJECT TYPE: MAJOR I(CORE)

SUBJECT CODE: A070301T

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code	A070301T	Course Title	SOCIAL MOVEMENTS IN INDIA		
Course Description This course delves into the diverse and dynamic social movements in India, examining their historical roots, development, key figures, ideologies, and impacts on Indian society and politics. Students will explore various types of social movements, including those based on caste, class, gender, environment, and regional issues, understanding their causes, trajectories, and outcomes.					
Course Objectives: <ol style="list-style-type: none">1. To provide an understanding of the historical context and development of social movements in India.2. To analyze the causes, ideologies, and impacts of various social movements.3. To examine the role of key figures and organizations in shaping social movements.4. To explore the relationship between social movements and state responses.5. To critically evaluate the successes and limitations of social movements in achieving their goals.					
Course Outcomes: <ul style="list-style-type: none">• The first unit is designed in a manner, so that students can understand the concepts related to social change and Social Movement.• The students will be able to understand the dynamic aspect as well as dissension tendencies of society. They will also learn to use sociological theories.• The third unit deals with critical evaluation which will enable students to come out with better suggestions, contributing in cohesion of society.• The learners will be able to understand about new social movements.• The learners will be aware about feminist movements and its importance in society.					
Credits – 5		Maximum Marks: 100		Minimum Marks: 33	
Total No. of Lectures –Tutorials/SW – Practical (in hours per week) : 4-0-1					
Unit	Topic				No. of Lectures
I	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements.				12

	People's Rights movements: Anna Hazare movement, Reservation Movement, caste-based movements, tribal revolutions	
II	Social Movement and Social Change: Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory	12
III	Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement	12
IV	Environmental Movements: Chipko Movement, Narmada Bachao, Namami Gange, Yamuna Campaign; Social Implications of Separatist Movements: Jammu & Kashmir, Northeast Resurgence and others.	12
V	Feminist Movements: Pre-independence and post-colonial feminist movements	12

This is a major hon. Sociology course

Suggested Readings:

1. Rao, MSA. 1979. Social movement and Social Transformation. MacMillan.
2. Oommen, T.K. 1991. Protest and change: Studies in social movement. Sage Publication.
3. Shah, Ghanshyam. 2023. Social movements in India. Rawat Publication.
4. सिंह, जेपी. आधुनिकभारतमेंसामाजिकपरिवर्तन.
5. भारतमेंसामाजिकआंदोलन :वीएन.सिंह, जनमेजयसिंह
6. श्रीनिवास,एमएन. 2016. आधुनिकभारतमेंसामाजिकपरिवर्तन. Rajkamal Prakashan.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(YEAR 2, SEMESTER 3)

SUBJECT NAME: SOCIAL CHANGE IN INDIA

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A03070302T

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code	A03070302T	Course Title	SOCIAL CHANGE IN INDIA		
Course Description This course examines the multifaceted dimensions of social change in India, focusing on the historical, cultural, economic, political, and technological factors that have shaped contemporary Indian society. Students will explore key theories of social change, significant historical events, and ongoing transformations, analyzing how these changes impact various aspects of life in India.					
Course Objectives: <div><div></div><div>1. To understand the theoretical frameworks and concepts related to social change.</div><div>2. To analyze the historical and contemporary factors driving social change in India.</div><div>3. To explore the impacts of social change on different social institutions and groups.</div><div>4. To critically assess the role of policy, globalization, and technology in shaping social change.</div><div>5. To engage with current debates and issues related to social transformation in India.</div></div>					
Course Outcomes: <div><div></div><div>The first unit is designed in a manner, so that students will be well-informed about the concepts related to social change.</div><div>The second unit will introduce students to the dynamic aspects of society in sociological framework.</div><div>The third unit deals with critical evaluation which will enable students to come out with better understanding on social change in theoretical framework.</div><div>The fourth unit is aimed to make the students understand that the concept of social change in Indian context.</div><div>The last unit deals with various aspects of social change by which students will be very familiar with the dynamical processes of social change.</div></div>					
Credits – 5	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-0-1					
Unit	Topic				No. of Lectures
I	Concept, Meaning & Nature of Social change, Factors of Social Change, change in structure and change of structure				12

II	Types of Social change: Evolution, Development, Progress and Revolution.	12
III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change.	12
IV	Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization	12
V	Social Dynamics and Challenges of Social Change: Human adaptation and social change, social change and stress, social change and deviance; Climate Change, population change, societal change	12
This is a major sociology honours.		
Suggested Readings: <ol style="list-style-type: none"> 1. Ogburn, WF. 2021. Social change. Legare Street Press. 2. Raymond, Boudon. Theories of social change: A critical appraisal. Wiley. 3. John, McLeish. 1969. The theory of social change. Routledge. 4. Singh, Yogendra. 2007. Social change in India: Crisis and resilience. Har-Anand Publications. 5. Oommen, T.K. 1990. Protest and change: Studies in social movement. Sage Publication. 		
Suggested Continuous Internal Evaluation Methods (40 Marks): <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz • Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

Programme / Class	B.A. (Hons)	Year:	II	Semester:	III
Subject:	Choice Based Elective (Anyone)				
Course Code	A280303T	Course Title	Organization Behaviour (Pub. Adm.)		
Course Description: Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behavior has assumed great importance. This course is designed primarily for students who are being exposed to Organizational Behavior for the first time. This course will help students to be cognizant of their work place dynamics so that they make conscious decisions in their future work life.					
Course Objective: The student will be able to: <ul style="list-style-type: none">• Understand the meaning, concept of organizational behaviour.• Know about various theories of motivation.• Gain information about Leadership, Power and Politics and Organizational culture.s					
Course Outcome: CO 1 This course deals with human behavior in organizations. CO 2 Conceptual frameworks, case discussions applied to course topics which include: motivation, learning and development, leadership, communication, power and influence, change, diversity, organizational design and culture. CO 3 To understand different theories of motivations and strategies to improve motivation in the workplace CO 4 Understand the impact of organizational change has on individuals and the workplace. CO 5 Recognize good and bad leadership styles and learn how to apply at workplace.					
Credits – 5	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week): 4-1-0					
Unit	Topic				No. of Lectures

I	Introduction to Organizational Behaviour (OB): <ul style="list-style-type: none"> • Concept of Organizational Behaviour, • Manager and Organization, • Henry Fayol's management functions, • Contemporary management functions, • Henry Mintzberg's Managerial Roles, Management skills, • Challenges and opportunities for OB. 	10
II	Work Motivation: <ul style="list-style-type: none"> • Concept of Motivation, • Early theories of motivation: Maslow theory on hierarchy of needs, McGregor's theory X and theory Y, Herzberg's Two-Factor theory, McClelland's theory of needs, • Contemporary Theories of motivation: self-determination theory, goal setting theory, Reinforcement Theory, Expectancy Theory. 	10
III	Leadership and decision Making: <ul style="list-style-type: none"> • Perception and decision making, • Decision Making in organizations, Individual differences and organizational constraints in decision making, • Ethics in decision making. • Leadership and its Types • Charismatic Leadership, Visionary Leadership • Contemporary Leadership Roles. 	10
IV	Power and Politics in organizations: <ul style="list-style-type: none"> • Definition of Power and Politics • Bases of Power • Political Behaviour and Types, Factors contributing to political behaviour • Impression Management 	10
V	<ul style="list-style-type: none"> • Organizational Culture: • Concept and definition of Organizational culture and Organizational climate 	10

	<ul style="list-style-type: none"> • Essence of organizational culture, • Ethical Organizational Culture. 	
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Suggested Readings:

- 1- Neharika Vohra Stephen P. Robbins, Timothy A. Judge, Organizational Behavior, Pearson Education, 2022
- 2- Vic Clesceri , Organizational Behavior Essentials, Vibrant Publishers, 2024
- 3- Geert Hofstede, Culture & Organizations: Software of the Mind, 2010
- 4- Dr. Carrie Picardi, Leadership Essentials, Vibrant Publishers, 2021
- 5- Sigalit Ronen (Editor), Leadership, Power and Politics, 2019
- 6- Dr. M.P. Sharma, B.L. Sadana & Harpreet Kaur, Public Administration in Theory and Practice, Kitab Mahal, 2018

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Programme/Class	BA (Hons)	Year	B.A. I	Semester	III
Subject	Choice Based Elective (Anyone)				
Course Code	A070303T	Course Title	Self-Reliance and Socialization (Sociology)		
Course Description This course explores the intricate process of socialization and its critical role in shaping individuals and societies. Socialization, the lifelong process through which people learn the norms, values, behaviors, and social skills appropriate to their society, profoundly influences human development and social structures.					
Course Objectives <ul style="list-style-type: none">To make aware how gender roles and identities are constructed and perpetuated through socialization processes, and the impact of these roles on individuals and society.To make realize how socialization contributes to the development of personal and social identities, including aspects of race, ethnicity, religion, and nationality.To develop an understanding on socialization practices across different cultures and societies especially how cultural norms and values influence individual behavior and societal expectations.To develop an understanding how the institutions function, evolve, and impact individuals and society.To create sensitivity about how individuals learn and internalize the norms, values, behaviors, and social skills appropriate to their society through family, education, peer groups, and media.To develop an understanding on how formal education systems contribute to the socialization of individuals, including the role of teachers, curricula, peer interactions, and extracurricular activities.					
Course Outcomes (The learners will be able): <ol style="list-style-type: none">to understand the origin and development of self.to learn the varied theoretical concepts for instance, primary vs. secondary group, gender socialization, organizational socialization, De-socialization and Re-socialization.					

3. to comprehend on the concepts and perspectives to analyze human behavior. 4. to understand how formal and informal institution play greater role in the process of Socialization. 5. to get in-depth understanding on various sociological aspects of human behaviors and scope for research on social pathology which is directly linked to the idea of Socialization.		
Credits – 5	Maximum Marks: 100	Minimum Marks: 33
Total No. of Lectures –Tutorials – Practical/SW (in hours per week): 4-1-0		
Unit	Topic	No. of Lectures
I	UNDERSTANDING SELF – REALIZATION <ul style="list-style-type: none"> • Meaning of self-realization • Principles of self – realization • Spirituality and Self-Realization 	15
II	UNDERSTANDING SOCIALIZATION <ul style="list-style-type: none"> • Meaning of Socialization • Types of Socialization: primary, secondary, gender socialization, developmental, anticipatory, organizational socialization and re -socialization • Features of Socialization 	15
III	THEORIES OF SOCIALIZATION <ul style="list-style-type: none"> • Looking Glass-Self Theory • Mead’s Theory of Socialization • Freud’s Theory of Socialization 	10
IV	AGENTS OF SOCIALIZATION <ul style="list-style-type: none"> • Families & Early Education • Peer Groups & Workplace 	10

	<ul style="list-style-type: none"> • Religion • Government • Media 	
V	RESOCIALIZATION AND DESOCIALIZATION <ul style="list-style-type: none"> • Meaning of Re-socialization • Erving Goffman and Total Institutions • Formal Theory of Interactive Re-socialization • Difference between Re-socialization and De-socialization 	10

Suggested Readings:

1. Berger, P., and Luckmann, T. (1981). The Social Construction of Reality. New York: Penguin Books
2. Breton, M. (1981). "Resocialization of Abusive Parents." Social Work 26 (2):119-122.
3. Clausen, J. (1968). Socialization and Society. Boston: Little, Brown and Co.
4. Crossman, Ashley. "Understanding Resocialization in Sociology." ThoughtCo, Thought Co
5. Giddens. A. (2006). Sociology: Cambridge: Polity Press.

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Programme / Class	B.A. Hons	Year	II	Semester	III
Course Code	A060303T	Course Title	Human Rights and Laws		
Course Description- This course provides an in-depth exploration of human rights law, examining both international and national frameworks that protect and promote fundamental rights and freedoms. It covers key concepts and instruments in human rights. Through this comprehensive study, students will develop a critical understanding of human rights issues and acquire the skills to advocate for the protection and promotion of these rights globally and within their communities.					
Course Objectives- <ul style="list-style-type: none">• Introduce the fundamental principles and legal frameworks of human rights law, both domestically and internationally.• Examine the concepts and applications of International Humanitarian Law.• To Study Key International Human Rights Instruments.• Provide an overview of significant Indian laws and policies related to human rights.• Develop students' abilities to critically assess human rights issues.					
Course Outcome- CO1: This paper intends to arm the student with basic understanding Human Rights and national and international laws in the context of relationship between human rights and laws. CO2: To understand and explain human rights in the context of Indian constitution including fundamental rights, directive principles of state policies etc and their implementation. CO3: Students will understand the legal aspects or the relationship between laws/act and the implementation of these laws through the agencies of the state. CO4: Students will understand the protection and promotion of human rights in Indian context. CO5: Students will be able to understand the stability or ethnic harmony as the political outcomes of the government performance.					
Credits – 4	Marks: 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – 3-1-0					
Unit	Topic				No. of Lectures
I	Concepts: Human Rights Law, Human Rights and International Law, International Humanitarian Law (IHL), War and Law, International Committee of the Red Cross (ICRC), Refugee law, International Human Rights Law.				12

II	UDHR: Universal Declaration of Human Rights, International Covenants on ICCPR and ICECR ICERD CEDAW UNCRC	12
III	Indian Constitution: Equality Before Law and Equality of Opportunity, Freedom of belief, Expression and Solidarity rights, Dissent, Cyber Crime, State& Cyber security. Fundamental Rights and Directive Principles of State Policy, Fundamental Duties.	12
IV	Act: Civil Rights Act, 1955 Child Rights Act 2005 Human Rights Act, 1993 Anti-Terrorism Act, 1967 etc.	12
V	Implementation: Human Rights and Role of NGOs Tribal Laws in India and Tribal Conventions on Rights of Indigenous People Worldwide Human Rights and the Rule of Law in India. Corruption: Human Rights Dimension Commission and Committee: Role of Commissions and Committees for the protection and Promotion of Human Rights through NHRC, NCM, NCW National Commission for SCs and STs.	12
	Total Lectures	60

Suggested Readings:

- Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP
- Mehta Pratab Bhanu 2017 The Oxford Handbook of Indian Constitution
- <https://www.india.gov.in/topics/law-justice>
- Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV

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- D. D Basu, Indian Costitution
 - Subash Kashyap, Indian Constitution, A Handbook for students Daryaganj New Delhi. 2019
 - AK. Ray, Human Rights UN

Programme / Class	B.A. Hons	Year	II	Semester	III
Course Code	VC020301	Course Title	Basic Content Writing Skills		
Course Description: Learn the basics of content writing including understanding target audiences, creating compelling headlines, and writing clear, concise, and persuasive content. Focus on key writing techniques such as grammar, style, and tone to ensure high-quality and professional writing. Emphasis is placed on writing for different platforms, including blogs, social media, and websites.					
Course Objective: <ul style="list-style-type: none">Equip students with the ability to write clear, engaging, and error-free content tailored to various platforms including blogs, websites, and social mediaTeach the principles of content marketing, including how to create content that attracts and retains audiences, and aligns with broader marketing strategiesProvide knowledge on search engine optimization (SEO) to enhance content visibility and ranking, including keyword research, on-page SEO, and content optimizationGuide students in developing and executing a content strategy, from planning and creating to distributing and analysing content to meet business objectives.					
Course Outcomes:					
CO1: Students will develop advanced writing skills, including clarity, coherence, and creativity, enabling them to produce high-quality content for various platforms.					
CO2: Students will be able to create and implement effective content strategies tailored to target audiences.					
CO3: Students will learn to conduct thorough research and adapt content based on audience needs and industry trends, enhancing the relevance and impact of their writing.					
Credits – 3		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week): 0-0-3					
Unit	Topic				No. of Lectures
I	Introduction to content writing <ul style="list-style-type: none">Importance and purpose of content writingCategories of documents				10

	<ul style="list-style-type: none"> Content Writing Process and Guidelines 	
II	Basic Rules of grammar <ul style="list-style-type: none"> Basic English Usage & Vocabulary building Overcoming grammar problems 	10
III	Essential of good Writing <ul style="list-style-type: none"> Content Writing Essentials – ABCD of content writing Rules for writing good content 	10
IV	Writing for Digital Media <ul style="list-style-type: none"> Writing for digital media vs. print media Writing Blogs (Health, Fitness, Travel, Political, Social Events etc.) 	10
V	Social Media <ul style="list-style-type: none"> Understanding the basics of social media Understanding social media content writing 	5
	Total Lectures	45

Suggested Readings:

1. Web Resources: <https://www.entrepreneur.com/article/247908>
2. <https://www.locationrebel.com/b2b-writing/>
3. <https://wordpress.com/support/prevent-content-theft/https://blog.unisquareconcepts.com/content-writing/what-is-plagiarism-why-is-itimportant-for-blog-writing/>
4. <https://www.mindler.com/blog/how-to-become-a-content-writer-in-india/>
<https://www.clearvoice.com/blog/10-types-content-writers-us>

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Programme / Class	B.A. Hons	Year	II	Semester	III
Course Code	CC020301	Course Title	Professional Skills (Jeevan Kaushal)		
Course Description:					
This course is designed to equip individuals with essential skills for successfully navigating the job market. It focuses on developing practical abilities in résumé writing, interview techniques, group discussions, and career exploration. Through a combination of theoretical insights and practical exercises, students will enhance their employability and preparedness for professional opportunities.					
Course Objective:					
The primary objective of the "Career Skills Development" course is to equip participants with essential skills and knowledge required for effective job market navigation and career advancement.					
Course Outcome-					
<ul style="list-style-type: none">• CO1: Acquire career skills and to partake in and fully pursue a successful career path• CO2: Prepare a good résumé, prepare for interviews and group discussions.• CO3: Explore the desired career opportunities in the employment market in consideration of personal strengths, weakness, opportunities, and threats (SWOT).					
Credits – 2		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week): 2-0-0					
Unit	Topic				No. of Lectures
I	Résumé Skills : Preparation and Presentation <ul style="list-style-type: none">• Introduction of résumé and its importance• Difference between a CV, résumé and biodata• Essential components of a good résumé• Common errors while preparing a résumé• Prepare a good résumé considering all essential components				5
II	Interview Skills : Preparation and Presentation <ul style="list-style-type: none">• Meaning and types of interviews (F2F, telephonic, video, etc.)				5

	<ul style="list-style-type: none"> • Dress code, background research, do's and don'ts. • Situation, task, action, and response (STAR concept) for facing an interview. • Interview procedure (opening, listening skills, and closure). • Important questions generally asked at a job interview (open- and close-ended questions). 	
III	Interview Skills : Simulation <ul style="list-style-type: none"> • Observation of exemplary interviews. • Comment critically on simulated interviews. • Discuss the common errors that candidates generally make at an interview • Demonstrate an ideal interview 	6
IV	Group Discussion Skills <ul style="list-style-type: none"> • Meaning and Methods of Group Discussion • Procedure of Group Discussion • Group Discussion — Simulation • Group Discussion — Common Errors 	5
V	Exploring Career Opportunities <ul style="list-style-type: none"> • Knowing yourself — Personal characteristics. • Knowledge about the world of work, requirements of jobs, including self-employment. • Sources of career information. • Preparing for a career based on potential and availability of opportunities. 	4
	Total Lectures	25

Suggested Reading:

1. Foundation Skills in IT (FSIT) — Refer to the websites like <https://www.sscnasscom.com/ssc-projects/capacity-building-and-development/training/fsit>.

Global Business Foundation Skills (GBFS) – Refer websites like <https://www.sscnasscom.com/ssc-projects/capacity-building-and-development/training/gbfs>.

Year 2, Semester 4)

SUBJECT NAME: SOCIOLOGY OF DEVELOPMENT

SUBJECT TYPE: MAJOR 1 (CORE)

SUBJECT CODE:

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code	A70401T	Course Title	SOCIOLOGY OF DEVELOPMENT		
Course Description The course on Sociology of Development explores the various dimensions and theories of development from a sociological perspective. It delves into the historical and contemporary issues surrounding development, examining how social, economic, political, and cultural factors interplay in shaping development outcomes. Students will critically analyze different models and paradigms of development, understand the role of global and local actors, and evaluate the impacts of development policies and practices on different communities.					
Course Objectives: <ol style="list-style-type: none">1. To introduce students to the key concepts and theories in the sociology of development.2. To analyze the historical context and evolution of development theories.3. To understand the role of social, economic, and political institutions in development processes.4. To evaluate the impacts of development policies and practices on various social groups.5. To critically examine contemporary issues and debates in the field of development.					
Course Outcomes: <ul style="list-style-type: none">• The first unit is designed to get better understanding on the meaning and scope of social development.• The students will be able to learn the dynamic aspect of social development with sociological sensibilities.• The learner will be able to comprehend the theoretical aspect of social development.• The fourth unit deals with critical evaluation which will enable students to come out with better suggestions on social development with special reference to Indian society.• The students will be able to analyze the concepts of globalization, modernization, and a few other concepts related to social development in sociological framework.					
Credits – 6		Maximum Marks: 100		Minimum Marks: 33	
Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-1					
Unit	Topic				No. of Lectures

I	Introduction : Meaning, Scope and Importance of Sociology of Development, Sociological Dimensions of Development and Cultural Dimension and Trends of Development	12
II	Concepts of Development: Human Development, Ecological Development and Sustainable Development	12
III	Theories of Development: Structural – Functional Theory, Marxist, Dependency Theory, Smelser, Lerner, Rostow, etc.	12
IV	Social Structure and Development with Reference to India: Education and Development, Gender and Development and Development Disparities	12
V	Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society. Concept of Development, Economic Vs Social Development, Human Development.	12
This is a major sociology. Hons. Course		
1. Basu, Dilip & Sechar Sisson. 1986. Social and Economic Development in India: A Reassessment. Sage Publications. 2. D’Souza, V.S.1991. Development Planning and Structural Inequalities in India. Sage Publications. 3. Dube, S.C. 1988. Modernization and Development: The Search for Alternative Paradigms. Vistaar Publications. 4. Frankel, Francine R. 2015. India’s Green Revolution – Economic Gains and Political Costs. Princeton University Press. 6. Hilhorst, J.G.M. & Latine, M. K. 1982. Social Development in the Third World: Levels of Social Planning. 7. Hoselitz, B. 1961. Sociological Aspects of Economic Growth. 8. Joshi, P.C.1996. Land Reforms in India. Sage Publications.		
Suggested Continuous Internal Evaluation Methods (40 Marks): <ul style="list-style-type: none"> • Seminar/Assignment on any topic of the above syllabus. • Test with multiple choice questions / short and long answer questions. • Research Orientation of the student. • Quiz • Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

(Year 2, Semester 4)

SUBJECT NAME: SOCIAL PROBLEMS IN INDIA

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE:

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code	A070402T	Course Title	SOCIAL PROBLEMS IN INDIA		

Course Description

This course examines the major social problems facing contemporary India. Students will explore the origins, development, and impact of various social issues, such as poverty, inequality, caste discrimination, gender issues, and environmental challenges. Through a sociological lens, the course aims to provide an understanding of these problems, their root causes, and the policies and interventions aimed at addressing them.

Course Objectives:

1. To introduce students to the key social problems in India.
2. To analyze the historical and contemporary causes of these problems.
3. To understand the impact of social problems on different groups in Indian society.
4. To evaluate the effectiveness of policies and interventions designed to address social problems.
5. To develop critical thinking skills to analyze and propose solutions for social issues.

Course Outcomes

1. The objective of first unit is to make students understand various concepts related to crime.
2. This second unit would help to students to learn the varied structural and regional problems.
3. The third unit would provide a thematic understanding on the concepts and perspectives to analyze social pathology of Indian society.
4. The unit four helps students to understand social problems in rural area.
5. The last unit will sensitize students on various sociological concepts related to migration and social pathology with reference to urban society.

Credits:5	Max. Marks:100	Min. Passing Marks:33
Total no. of lectures-tutorials-practical (in hours per week): 4-0-1		
Unit	TOPIC	NO. OF LECTURES
I	Deviance: Concept & Meaning, Definition. Crime and Juvenile Delinquency White Collar crime, Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.	12
II	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.	12
III	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter-Generational Conflict, Problem of Elderly.	12
IV	Rural Problems: Problems of agriculture, Problems of unemployment, panchayat functioning and sanitation	12
V	Urban Problems: Problems of Migration, Slums, urban villages and population, Terrorism, human rights violation, Trafficking	12
This is major sociology hons. Course		

Suggested readings:

1. Cloward, R., 1960. Delinquency and Opportunity. Routledge.
2. Charles, L.C. 2000. Michael, W.F. 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert. Rowman & Littlefield.
3. Cohen, Albert .K. 1955. Delinquent Boys: The Culture of the gang. Free Press.
4. Hirschi, Travis. 1969., Causes of Delinquency. University of California Press.
5. Sutherland, E.H. et. al. 1934. Principles of Criminology. Lippincott Publishers.
6. Betellie, Andre. 1974. Social Inequality: Selected Reading. Penguin Books.
7. Gill, S.S. 1998. The Pathology of Corruption: An Outstanding Critique of Indian Polity. HarperCollins Publishers India.
8. Lewis, Oscar. 1966. Culture of Poverty, Scientific American, Vol.II & V
9. Gadgil, Madhav and Guha, Ramchandra. 1996. Ecology and Equity: The Use and Abuse of Nature in Contemporary India. Routledge.
10. Berreman, G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Folklore Institute Publishers.
11. Browning Halcli, Webster (ed). 1996. Understanding Contemporary Society: Theories of the Present. Sage Publications.
12. Desai A.R. 1971. Essays on Modernization of Underdeveloped Societies. Bombay Thacker Publications.
13. Datt and Sundaram, 2008. Indian Economy. S.Chand Publishing.
14. Eade D and Ligteringen E. 2006. Debating Development: NGOs and the Future. Practical Action Publishing.
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-1994.
16. Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton University Press.
17. Ghosh J. 2009. Never Done and Poorly Paid: Women's Work in Globalizing India. Women Unlimited.
18. जे.पी. सिंह, आधुनिक भारत का समाज

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

Program/Class: Diploma	Year: B.A. II	Semester: IV
Subject: Major III (choice based elective)		
Course Title: Existential and Humanistic Psychology Course Code: A090403T	Credits: 5 L-T/SW-P: 4-1-0	
Course Description: This course explores the fundamental principles and theories of existential and humanistic psychology. It examines the philosophical and psychological perspectives that emphasize individual existence, freedom, authenticity, and the search for meaning. Key figures such as Viktor Frankl, Rollo May, Carl Rogers, and Abraham Maslow will be discussed. The course delves into concepts such as self-actualization, the hierarchy of needs, the experience of being, and the therapeutic process from an existential-humanistic viewpoint.		
Course Objectives		

- Philosophical and psychological perspectives on individual existence, freedom, authenticity, and meaning.
- Key Figures: Viktor Frankl, Rollo May, Carl Rogers, Abraham Maslow.
- Concepts: Self-actualization, hierarchy of needs, existential angst, person-centered therapy.

Course Outcome:

By the end of this course, students will be able to:

CO1: Understand core principles of existential and humanistic psychology and compare and contrast these with other approaches.

CO2: Explain existential concepts such as freedom, anxiety, authenticity, and meaning

CO3: Grasp humanistic theories, concept of self-actualization and person-centered therapy.

CO4: Explore meaning and purpose human life from existential and humanistic perspectives.

CO5: Discuss Creativity and Flow and integrate philosophical ideas. Apply theoretical concepts to practice.

Unit	Topics	No. of Lectures
I	Introduction to Existential and Humanistic Psychology <ul style="list-style-type: none"> • Overview of Existential and Humanistic Psychology • Key Figures and Historical Development • Comparison with Other Psychological Approaches • Basic Principles and Core Concepts 	10
II	Existential Psychology: Themes and Concepts <ul style="list-style-type: none"> • Existentialism and Human Existence • Freedom, Responsibility, and Choice • Anxiety, Death, and Authenticity • Meaning and Existential Despair • Existential Psychotherapy Techniques 	10
III	Humanistic Psychology <ul style="list-style-type: none"> • Self-Actualization and Growth • Self-Actualization and the Hierarchy of Needs • Carl Rogers' Person-Centered Approach • Unconditional Positive Regard and Empathy • Maslow's Theory of Motivation • Humanistic Approaches to Education and Work • Humanistic Views on Creativity and Flow • Creativity and Self-Expression • Csikszentmihalyi's Concept of Flow 	20

	<ul style="list-style-type: none"> • Optimal Experience and Personal Fulfillment • Cultivating Flow in Various Life Domains • Applications of Flow in Education and Work 	
IV	<ul style="list-style-type: none"> • Existential and Humanistic Views on Meaning and Purpose • The Search for Meaning in Life • Viktor Frankl's Logotherapy • Transcendence and Spirituality • Creating Meaning in Everyday Existence • Integrating Meaning into Psychotherapy 	10
V	<ul style="list-style-type: none"> • Relationship between Existentialism and Humanistic Psychology • Overlapping Themes and Philosophical Roots • The Role of Personal Responsibility and Freedom • Incorporating Humanistic Approaches into Existential Practice • Existential Perspectives on Growth and Self-Actualization • The Humanistic Emphasis on Authenticity and Personal Experience 	10

Suggested Readings:

1. Yalom, I.D. (1989). Existential psychotherapy. Basic Books
2. Frankl, V.E. (2006). Man's search for meaning. Beacon Press
3. Rogers, C.R. (2012). On becoming a person: A therapist's view of Psychotherapy. Mariner Books.
4. Maslow, A.H. (1998). Towards the psychology of being. Wiley.

Programme / Class	B.A. (Hons)	Year	II	Semester	IV
Subject	Elective (Anyone)				
Course Code	A110403T	Course Title	Tourism Geography (Geography)		
<p>Course Description: Throughout the course, students will analyse case studies from various regions to understand different tourism models and their geographic contexts. They will explore the dynamics of tourism flows, the development of tourism infrastructure, and the interplay between tourism and sustainability. By integrating theoretical knowledge with practical applications, students will gain insights into how geographic factors influence tourist behaviour and destination development.</p> <p>Course Objectives:</p> <ul style="list-style-type: none">• To understand the geographic factors influencing tourism patterns and trends.• To analyze the impact of tourism on physical and cultural landscapes.• To evaluate the role of tourism in regional development and economic growth.• To utilize GIS tools for tourism planning and analysis.• To develop strategies for managing tourism sustainably and responsibly. <p>Course Outcome-</p> <p>CO1: To equip the students with the Knowledge of tourism Geography and to lay emphasis on the importance of geography in travel and tourism.</p> <p>CO2: To understand history, growth and development of Tourism.</p> <p>CO3: To understand tourism types in order to develop skills in tourism management, including planning, marketing, operations, and sustainability practices.</p> <p>CO4: To prepare students for various roles within the tourism industry, including hospitality</p>					

management, destination management, tour operations, travel agencies, event planning, and more.

CO5: To understand the regulatory frameworks, policies, and legal issues that govern the tourism industry.

Credits – 5

Max. Marks: 100

Min. Passing Marks :33

Total No. of Lectures - Tutorials - Practical (in hours per week): 4-0-2

Unit	Topic	No. of Lectures
I	<ul style="list-style-type: none"> • Nature, scope, Significance. • Types and Forms of Tourism: Inter–regional and intra–regional tourism, inbound and outbound tourism, domestic, international tourism. • Forms of Tourism: religious, historical, social, adventure, health, business, conventions, incentives, sports and adventure. • Components of Tourism. 	10
II	<ul style="list-style-type: none"> • Growth and Development of Tourism, • History of Travel, Travel in the 19th and 20th Century, • Recent Trends in Tourism • Factors influencing tourism, historical, natural, socio – cultural and economic; • motivating factors for pilgrimages; leisure, recreation. 	10
III	<ul style="list-style-type: none"> • Tourism types: natural, cultural, adventure, national and international. • Forms of transport, Transport network. • Tourist Transportation: Air transportation: The airline industry present policies, practices. 	10
IV	<ul style="list-style-type: none"> • Infrastructure and Support System: - Accommodation, Transport; other facilities and amenities. • World tourist pattern. • Important Tourism sites, 	15

	<ul style="list-style-type: none"> Indian tourism pattern. 	
V	<ul style="list-style-type: none"> Air Corporation Act, Air charters. Surface Transport: Rent-a-car Scheme and Coach-Bus Tour. Transport & Insurance documents, All-India Permits Rail Transport: Major Railway Systems of World, (Euro Rail and Amtrak), General information about Indian Railways, Types of rail tours in India: Place-on-Wheels and Royal Orient, Deccan Odessy, Toy Trains. Indian rail Pass. 	15

Suggested Reading:

- Bhataia, A.K., International Tourism – Fundamentals and Practices Sterling Publishers, New Delhi, 1991.
- Bhatia A. K.: International Tourism Fundamental & Practices, Sterling
- Bhatia A. K: Tourism Development: Principles, Practices & Philosophy Sterling
- Bhatia, A.K., Tourism Development: Principles and Practices, Sterling Publishers, N D., 1996.
- Biju, M.R., Sustainable Dimensions of Tourism Management, Mittal Publications, N.D, 2006.
Bombay, 1989.
- Chandra, R.H., Hill Tourism, Planning and Development, Kanishka Publications, N, D. 1998.
- Douglas Pearce: Topics in Applied Geography, Tourism Development.
- Douglas Pearce: Tourism Today: A Geographical Analysis, Longman Scientific Technical, New York, 1987.
- Hanifa Bano, Geography of Dal Lake, unpublished Ph.D. thesis, Department of Geography, A.M.U., 1984.
House, New Delhi.
- Hugel, B.C., Kashmir and Punjab, Light and Life Publishers, Jammu, 1972.

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Programme / Class	B.A. (Hons)	Year II	Semester IV
Course Code	A070403T	Course Title	Women and Law
Course Overview: This course explores the intersection of gender and law, focusing on the legal rights, protections, and challenges faced by women. It examines the historical evolution of women's legal status, key legislation affecting women, and the role of law in addressing gender inequalities. Students will critically analyze case laws, legal frameworks, and the effectiveness of laws in promoting gender justice.			
Course Objectives: <ul style="list-style-type: none">• To provide a comprehensive understanding of the status of women in India and abroad.• To analyse the constitutional provisions related to women’s rights, focusing on the preamble and equality provisions of the Indian Constitution.• To examine the impact of personal laws on women, discussing the unequal positions created by different personal laws and the need for a uniform civil code.• To understand the various criminal laws in place to protect women, including laws against rape, adultery, domestic violence, and outraging modesty. To study the specific welfare laws enacted for the protection and welfare of women.			
Course Outcome : CO1: Learner will get ability to identify the causes and consequences of emerging modern law in Indian Society. CO2: This unit helps learners to understand the historical roots of sociology of law in India. CO3: The third unit would provide a thematic understanding on the concepts of social pathology and various perspectives to analyze basic social issues of Indian society. CO4: The unit four helps students to understand necessary socio-political provisions for women. CO5: The last unit will sensitize students to various sociological aspects of inequality providing ample scope for research on women.			
Credits – 4	Max. Marks: 100		Min. Passing Marks :33
Total No. of Lectures -Lectures– Practical/SW (in hours per week): 4-1-0			
Unit	Topic		No. of Lectures
Unit- 1	Introduction <ul style="list-style-type: none">• Status of Women in India• Status of Women – Position abroad Constitution of India and Women		12

	<ul style="list-style-type: none"> • Preamble • Equality Provision 	
Unit-II	Personal Laws and Women <ul style="list-style-type: none"> • Unequal position of Women – different personal laws and directive principles of state policy • Uniform civil code towards gender justice • Sex inequality in inheritance • Guardianship 	12
Unit-III	Criminal Laws and Women <ul style="list-style-type: none"> • Adultery • Rape • Outraging Modesty • Domestic Violence 	12
Unit-IV	Women Welfare Laws <ul style="list-style-type: none"> • Pre-conception and pre-natal diagnostic techniques (Prohibition of Sex Selection) Act, 1994 • Indecent Representation of Women (Prohibition), Act 1986 • Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act, 2013) • Domestic Workers Welfare and Social Security Act, 2010 • Immoral Traffic (Prevention) Act, 1987 • Family Courts Act, 1984 	12
	Total lectures	48

	Suggested Readings: Textbooks: <ol style="list-style-type: none"> 1. Mamta Rao, Law relating to Women and Children, Eastern Book Company, 3rd Edition, 2012 2. Lalita Dhar Parihar, Women and Law, Eastern Book Company, 2011 References:	
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	<ol style="list-style-type: none"> 1. SC Tripathi and Vibha Arora, Law relating to Women and Children, Central Law Publication, 2006 2. DK Tiwari and Mahmood Zaidi, Commentaries on Family Courts Act, 1984, Allahabad 3. BN Chattoraj, Crime Against Women: A Search for Peaceful Solution, LNJN-NICFS 2007 4. Nomita Agarwal, Women and Law, New Century Publishing House 2005 5. Manjula Batra, Women and Law & Law Relating to Children in India, Allahabad Law Agency, 2001. 	
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Programme / Class	B.A. Hons	Year	II	Semester	IV
Course Code	VC020401	Course Title	Advanced Content Writing Skills		
Course Description: The Advanced Writing Skills course is designed for individuals seeking to elevate their writing proficiency to a professional level. This course emphasizes the development of advanced writing techniques, including crafting persuasive arguments, mastering complex sentence structures, and applying critical thinking skills. Participants will engage in intensive practice to refine their ability to produce clear, concise, and compelling content.					
Course Objective: <ul style="list-style-type: none">• Develop advanced writing techniques to produce clear, concise, and compelling content. Focus on mastering complex sentence structures and effective paragraph organization .• Cultivate critical thinking skills to analyse and evaluate various writing forms, ensuring arguments are well-supported with evidence and logic• Adapt writing strategies for different genres and audiences, including academic, professional, and creative writing.• Gain proficiency in self-editing and revising work, focusing on clarity, coherence, and stylistic finesse [• Prepare students for real-world writing tasks such as reports, proposals, and correspondence by applying industry standards and best practices.					

Course Outcomes:

CO1: Students will be able to recall and describe advanced writing techniques and concepts, including various styles and formats used in professional and academic writing.

CO2: Students will apply advanced writing skills to produce well-structured and coherent documents, such as research papers, proposals, and professional correspondence.

CO3: Students will analyse different writing samples to identify strengths and weaknesses, using critical thinking to evaluate the effectiveness of various writing techniques.

Credits – 3

Max. Marks: 100

Min. Passing Marks :33

Total No. of Lectures - Tutorials - Practical (in hours per week): 0-0-3

Unit	Topic	No. of Lectures
I	Non-fiction (Essays, Reports), <ul style="list-style-type: none">• Advertising, Newspapers• Writing blogs, case studies	10
II	Writing for Newspaper <ul style="list-style-type: none">• Technique of writing for newspapers• Article & interviews• Editorials and letter to editor• Features and backgrounder	10
III	Reviewing <ul style="list-style-type: none">• Principles of reviewing and criticism• Writing book review• Film review• Drama, music and art review.	10
IV	Visual Communication <ul style="list-style-type: none">• Visual Content• Infographics- Importance and relevance• Product Demonstrations	10
V	Plagiarism laws in Content Writing <ul style="list-style-type: none">• Plagiarism, rules on plagiarism• How to write plagiarism-free copies	5
	Total lectures	45

Suggested Readings:

- "Hey, Whipple, Squeeze This: The Classic Guide to Creating Great Ads" by Luke Sullivan
- "Ogilvy on Advertising" by David Ogilvy
- "The Newspaper Designer's Handbook" by Tim Harrower
- "The Associated Press Stylebook"

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	B.A. Hons	Year	II	Semester	IV
Course Code	CC020401	Course Title	Leadership and Managerial Skills (Jeevan Kaushal)		
Course Description: This comprehensive course is designed to equip participants with essential skills in leadership, management, entrepreneurship, and personal finance. Through an exploration of theoretical concepts and practical applications, students will develop the competencies necessary to excel in leadership roles, effectively manage teams and projects, foster entrepreneurial ventures, and manage personal finances efficiently.					
Course Objective: <ul style="list-style-type: none">• Equip participants with a deep understanding of leadership principles, traits, and styles.• Develop core leadership skills such as motivation, teamwork, negotiation, and networking to lead teams effectively and inspire others.• Provide practical skills for planning, organizing, and managing teams and projects.• Develop self-management skills including self-awareness, self-regulation, and effective conflict management.					
Course Outcome- CO1: Develop essential skills to influence and motivate others. CO2: Inculcate emotional and social intelligence and integrative thinking for effective leadership. CO3: Create and maintain an effective and motivated team to work for the society.					

CO4: Nurture a creative and entrepreneurial mind set.

CO5: Help understand the personal values and apply ethical principles in professional and social contexts.

Credits – 2

Max. Marks: 100

Min. Passing Marks :33

Total No. of Lectures - Tutorials - Practical (in hours per week): 2-0-0

Unit	Topic	No. of Lectures
I	Leadership Skills Understanding Leadership and its Importance <ul style="list-style-type: none">• What is leadership?• Why is leadership required?• Whom do you consider as an ideal leader? Traits and Models of Leadership <ul style="list-style-type: none">• Are leaders born or made?• Key characteristics of an effective leader• Leadership styles• Perspectives of different leaders Basic Leadership Skills <ul style="list-style-type: none">• Motivation• Teamwork• Negotiation• Networking	5
II	Managerial Skills Basic Managerial Skills <ul style="list-style-type: none">• Planning for effective management• How to organize teams?• Recruiting and retaining talent• Delegation of tasks• Learn to coordinate• Conflict management Self-management Skills <ul style="list-style-type: none">• Understanding self-concept• Developing self-awareness• Self-examination• Self-reflection and Introspection• Self-regulation	5
III	Skills Basics of Entrepreneurship <ul style="list-style-type: none">• Meaning of entrepreneurship• Classification and types of entrepreneurships• Traits and competencies of entrepreneur	5

	Creating Business Plan <ul style="list-style-type: none"> • Problem identification and idea generation • Idea validation • Pitch making 	
IV	<ul style="list-style-type: none"> • Innovative Leadership and Design Thinking • Innovative Leadership <ul style="list-style-type: none"> • Concept of emotional and social intelligence • Synthesis of human and artificial intelligence • Why does culture matter for today's global leaders? • Design Thinking • What is design thinking? • Key elements of design thinking: <ul style="list-style-type: none"> • Discovery • Interpretation • Ideation • Experimentation • Evolution. • How to transform challenges into opportunities? • How to develop human-centric solutions for creating social good? 	5
V	Managing Personal Finance Budgeting <ul style="list-style-type: none"> • Setting personal goals • Estimate likely expenses • Monitor spending to obtain the most value for the available funds. Saving and Investing <ul style="list-style-type: none"> • Advantages of saving money • Concept of present and future value of money 	10
	Total Lectures	30

Suggested Readings:

- **"Leadership: Theory and Practice"** by Peter G. Northouse - Covers various leadership styles, traits, and models.
- **"The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You"** by John C. Maxwell - Provides practical insights into leadership principles.
- **"Primal Leadership: Unleashing the Power of Emotional Intelligence"** by Daniel Goleman, Richard Boyatzis, and Annie McKee - Focuses on emotional intelligence in leadership.

(Year 3, Semester 5)

SUBJECT NAME: Urban Sociology

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070501T

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code	A070501T	Course	Urban Sociology		
Course Description This course provides an in-depth examination of urban environments and their social dynamics. It focuses on the development, structure, and functioning of cities, exploring the complex relationships between urban spaces and the social behaviors and interactions that occur within them. Students will engage with key theories, concepts, and case studies to understand the processes of urbanization, the challenges of urban living, and the social problems unique to urban settings.					
Course Objectives: <ol style="list-style-type: none">To introduce students to the key concepts and theories in urban sociology.To analyze the historical development and contemporary trends in urbanization.To understand the social structures and institutions that shape urban life.To examine the social issues and challenges faced by urban communities.To critically assess the impact of urban policies and planning on social equity and sustainability.					
Course Outcomes: <ul style="list-style-type: none">The first unit exposes students to the distinctiveness of the sociological approach to the study of the social issue in urban areas.The second unit helps to understand differences and similarities urban spaces.The third unit is aimed to comprehend and explore the way of life in modern cities.The learners will be able to understand the function of administration in cities.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical/SW (in hours per week):4-0-1					
Unit	Topic				No. of Lectures
I	UNIT-1: Introduction <ul style="list-style-type: none">Definition-Origin and Scope of Urban SociologyCulturalist and Structuralist Approaches				12

	<ul style="list-style-type: none"> • Urban as a way of Life • Rural-urban Continuum • Challenges and opportunity • Urban Social Structure • Urban Ecology 	
II	UNIT-2: COMPONENTS OF CITY <ul style="list-style-type: none"> • Global Cities, Metropolitan City, Megalopolises • Town, City, Shrinking City • Super-natural powers • Forms of Worship 	12
III	UNIT-3: URBAN CULTURE <ul style="list-style-type: none"> • Ethos, Eidos • Values, Identity, Selfhood • Digital Citizen, Reflexivity • Imagined Community, Slum 	12
IV	UNIT-4: THEORETICAL APPROACH <ul style="list-style-type: none"> • Max Weber • Manuel Castells • Karen Mossberger • Marshal McLuhan 	12
V	UNIT-5: URBAN AND ADMINISTRATION <ul style="list-style-type: none"> • Corporations • Constitution (74th Amendment) Act 1992 • Civil Society • Government • Nagar Nigam 	12

This is a major sociology hons. Course

Suggested Readings:

1. Monti, Daniel J. 2024. Urban Sociology. Oxford University Press.
2. Rao, M.S.A. (ed.) 1991. A Reader in urban Sociology. Orient Longman.
3. Ahuja, Ram. 2021. Social Problems in India. Rawat Publications.
4. Sharma, Rajendra K. 2023. Urban Sociology. Altantic Publishers and Distributers.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Visit to sites of public places in urban areas for understanding
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Assignment
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(Year 3, Semester 5)

SUBJECT NAME: SOCIOLOGY OF RELIGION

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070502T

Programme /Class	Degree	Year	B.A III	Semester	V
Subject		Sociology			
Course code	A070502T	Course	Sociology of Religion		

Course Overview: This course explores the sociological aspects of religion, examining how religious beliefs, practices, and institutions shape and are shaped by society. It provides an in-depth analysis of the role of religion in social life, its influence on social behavior, and its intersection with other social institutions. Students will engage with classical and contemporary sociological theories of religion and explore various religious traditions and their social implications.

Course Objectives:

1. To introduce students to the key concepts and theories in the sociology of religion.
2. To analyze the role and function of religion in society.
3. To explore the relationship between religion and other social institutions.
4. To understand the diversity of religious beliefs and practices across different cultures.
5. To critically examine contemporary issues and debates in the sociology of religion.

Course Outcomes

1. The students will be able to understand the origin and development of Sociology of Religion with the help of existing literatures of classical sociological thinkers.
2. This course exposes students to the distinctiveness of the sociological approach to the study of religion and its impact on society and social pattern.
3. The third unit would provide a thematic understanding on the concepts and perspectives to analyze basic institutions of Indian society by which the learner can apply their theoretical knowledge in policy making.
4. The unit four helps students to understand various mythological beliefs and religions in India.
5. The last unit will sensitize students to get nature of religion with special reference to tribes.

Credits:5		Max. Marks:100	Min. Passing Marks:33
Total no. of lectures-tutorials-practical/SW (in hours per week):4-0-1			
Unit	Topic	No. of Lectures	
I	UNIT-1: RELIGION AND SOCIETY <ul style="list-style-type: none">• Theorising Religion and Society• Religion and Sociology• Significance of Religion in Society	12	
II	UNIT-2: COMPONENTS OF RELIGION <ul style="list-style-type: none">• Myth• Rituals• Super-natural powers• Forms of Worship	12	
III	UNIT-3: STATE AND RELIGION <ul style="list-style-type: none">• Secularism and Communalism• State sanctions of religion• Religion and Politics	12	
IV	UNIT-4: INDIAN RELIGIONS <ul style="list-style-type: none">• Buddhism• Jainism• Hinduism• Sikhism	12	
V	UNIT-5: TRIBAL RELIGIONS <ul style="list-style-type: none">• Animist practices• Rituals & Customs• Religion as Identity• Conversion to Christianity	12	
This is a major sociology hons. Course			
Suggested Readings: <ol style="list-style-type: none">5. Betielle, Andre, 2002. “Religion as a Subject for Sociology”, in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-2006. Durkheim, Emile. 1995. The Elementary Forms of Religious Life. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.7. Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41.8. Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-2849. Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.			

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Visit to sites of religion for understanding
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Assignment
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(Year 3, Semester 5)

SUBJECT NAME: CLASSICAL SOCIOLOGICAL THOUGHT

SUBJECT TYPE: MAJOR 3

SUBJECT CODE: A070503T

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code	A070503T	Course	Classical Sociological Thought		
<p>Course Overview: This course delves into the diverse and dynamic social movements in India, examining their historical roots, development, key figures, ideologies, and impacts on Indian society and politics. Students will explore various types of social movements, including those based on caste, class, gender, environment, and regional issues, understanding their causes, trajectories, and outcomes.</p> <p>Course Objectives:</p> <ol style="list-style-type: none">1. To provide an understanding of the historical context and development of social movements in India.2. To analyze the causes, ideologies, and impacts of various social movements.3. To examine the role of key figures and organizations in shaping social movements.4. To explore the relationship between social movements and state responses.5. To critically evaluate the successes and limitations of social movements in achieving their goals. <p>Course Outcomes:</p> <ul style="list-style-type: none">• The learner would be able to understand the history of Sociology and the intellectual traditions originated during the crisis in Europe and the impact it had on the structures of society.• The second unit is designed to help students to learn about the classical contributions of Pioneers of Sociology.• In the third unit, the learner will gain theoretical as well as methodological knowledge about the subject.• In the fourth unit, the learner will gain conceptual understanding on political sociology.• The last unit is aimed to explore and apply the contribution of R.K. Merton and Talcott Parsons.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	

Total no. of lectures-tutorials-practical/SW (in hours per week):4-0-1

Unit	Topic	No. of Lectures
I	Emergence of Sociology, Intellectual Sources: Enlightenment, Philosophy of History, Political History, Social and Political Reform Movements. Revolution: French Revolution and Industrial Revolution.	12
II	August Comte: Positivism, The Hierarchy of Sciences, Law of Three Stages. Herbert Spencer: Social Evolution and Social Darwinism	12
III	Sociological Thinkers: Emile Durkheim: Social Fact, Mechanical Solidarity and Organic Solidarity, Suicide. Karl Marx: Dialectical Historical Materialism, Class Struggle, Theory of Alienation. Max Weber: Social Action, Power and Authority, Protestant Ethics and Spirit of Capitalism.	12
IV	Vilfredo Pareto: Action – Logical and Non-Logical Action, Residues and Derivatives. G.H. Mead: Symbolic Interaction, Concept of ‘Self’ and ‘Me.’	12
V	Talcott Parsons: Action and Behaviour; Social System, Pattern Variables. R.K.Merton: Middle Range Theory, Manifest and Latent Function.	12

This is a major sociology hons. Course

Suggested Readings :

1. Anthony, Giddens.1989. Sociology. Polity Press, Cambridge
2. Weber, Max. 2013. The Protestant Ethic and Spirit of Capitalism. Merchant Books.
3. Kamernka, Eugene. 1983. The Portable Marx. Penguin.
4. Lukes Steven, Durkheim: Life and Works: A Critical Study, 1973.
5. Morrison, Ken. 1995. Marx, Durkheim, Weber: Formation of Modern Social Thought. Sage Publication.
7. Ritzer, George. 2000. Sociological Theory. McGraw Hill, New York, 2000.
8. Loyal and Malesevic. 2020. Classical Sociological Theory. Sage Publication.
09. एम.एल. दोषीएवंपी.सी. जैन,मुख्यसमाजशास्त्रीयविचारक,रावतपब्लिकेशन

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Assignment
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(Year 3, Semester 5)

SUBJECT NAME: SOCIOLOGY OF HEALTH

SUBJECT TYPE: MAJOR 4

SUBJECT CODE: A070504T

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code	A070504P	Course	Sociology of Health		
<p>Course Overview: This course explores the social dimensions of health, illness, and healthcare. It examines how social, economic, cultural, and political factors influence health outcomes and healthcare systems. Students will engage with sociological theories and concepts to understand the relationship between society and health, the social determinants of health, and the impact of healthcare policies and practices on different populations.</p> <p>Course Objectives:</p> <ol style="list-style-type: none">1. To introduce students to the key concepts and theories in the sociology of health.2. To analyze the social determinants of health and their impact on health disparities.3. To understand the role of social institutions and cultural practices in shaping health behaviors and outcomes.4. To evaluate the effectiveness of healthcare policies and interventions.5. To critically assess contemporary issues and debates in the field of health sociology. <p>Course Outcomes:</p> <ul style="list-style-type: none">• The first unit covers major sociological issues from a micro, meso and macro perspectives with special reference to public health which will enable the learner to apply their knowledge in policy making.• The learner will develop the ability to analyze the health and health care as a sociological phenomenon.• The learner will develop empathy for health promotion and prevention of disease.• The learner will be able to underscore various social issues related to medical care system.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical/SW (in hours per week):4-0-1					
Unit	Topic				No. of Lectures
I	UNIT-1: INTRODUCTION TO SOCIOLOGY OF HEALTH <ul style="list-style-type: none">• Health as a social issue• Determinants of health• Sociological approaches to health				15

	<ul style="list-style-type: none"> Sociological theories of health 	
II	UNIT-2: IMPACT OF SOCIAL INTERACTIONS ON HEALTH <ul style="list-style-type: none"> Role of Society for health Community health practices Stakeholders in health Traditional and Modern healing methods 	15
III	UNIT-3: EVOLUTION OF MEDICALIZATION <ul style="list-style-type: none"> Ancient Health practises & Treatises Historical development of medicalization Moral dimensions of medical diagnosis/labelling Social and economic significance of medicalization 	15
IV	UNIT-4: ISSUES IN THE MEDICAL CARE SYSTEM <ul style="list-style-type: none"> Affordability & Accessibility Dynamics of drugs Ethics in Medical Politics of Health 	15
This is a major sociology hons. Course		
1. Suggested Readings : 2. Singh, B. and Dickinson, H. (2009). Health, Illness, and Health Care in Canada. Toronto: Nelson Education Canada. 3. Clarke, J. (2008). Health, Illness, and Medicine in Canada. Toronto: Oxford University Press Canada.		
Suggested Continuous Internal Evaluation Methods (25 Marks): <ul style="list-style-type: none"> Visit to any nearby hospital Test with multiple choice questions / short and long answer questions. Research Orientation of the student. Quiz Assignment Attendance 		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.		

Programme / Class	B.A. Hons	Year	III	Semester	V
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Course Code	A040505T	Course Title	Research Methodology in Social Sciences
Course Description: The Research Methodology in Social Sciences course is designed to equip students with essential skills and knowledge for conducting rigorous research in the social sciences. The course covers both qualitative and quantitative research methods, emphasizing the development of research questions, data collection techniques, and data analysis. Students will explore various methodological approaches, including surveys, interviews, case studies, and statistical analysis.			
Course Objective: <ul style="list-style-type: none">• Students will grasp the fundamental concepts and terminology of research methodology, including research design, sampling, data collection, and analysis techniques.• Students will learn to formulate clear and researchable questions, develop hypotheses, and design a research proposal that includes objectives, methodology, and a plan for data analysis.• Students will apply various qualitative and quantitative research methods to gather and analyse data, including surveys, interviews, case studies, and statistical tools.• Students will critically assess and interpret research findings, including evaluating the reliability and validity of research methods and results.• Students will understand and apply ethical standards in conducting research, including informed consent, confidentiality, and responsible reporting of findings			
Course Outcome-			
CO1: To sensitize the students towards the concept and pedagogy of social science research.			
CO2: To facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.			
CO3: To orient them towards methods of data collection, research designs, basic statistics, involved in quantitative analysis.			
CO4: To have the idea of the method of writing a scientific research.			
Credits – 4		Max. Marks: 100	Min. Passing Marks :33
Total No. of Lectures - Tutorials - Practical (in hours per week): 3-1-0			
Unit	Topic		No. of Lectures

I	<ul style="list-style-type: none"> • Introduction to Scientific Social Research: • Definition and Nature of Social Research • The Goals and Purpose of Social Research • Paradigms of Research • Ethics in Research 	15
II	<ul style="list-style-type: none"> • Testing & Sampling: • Concept of Population and Sample • Probability & Non probability sampling methods • Characteristics of a test – standardization, reliability, validity, norms • Principles of Good Research. 	15
III	<ul style="list-style-type: none"> • Methods of Data Collection: • Case study, Interview & Focus group discussion • Observation, Experiment, Survey & Field Research • Survey Methods: Sampling, Questionnaire and Interview • Use of Secondary Data 	• 15
IV	<ul style="list-style-type: none"> • Problem, Hypothesis & Research Traditions: • Formulating a problem & developing a testable research question • Research hypothesis • Comparing Quantitative & Qualitative • Steps in a Research 	• 15
Total Lectures		60

Suggested Readings:

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.
2. Gupta, S.P. (2002). Statistical Methods, New Delhi: Sultan Chand and Sons Publication.
3. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

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4. Blalock, Hubert M. (1979), Social Statistics. New York:
 5. Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.
 6. Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.
 7. Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.
 8. Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:
 9. Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.
 10. Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.
 11. Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

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Programme / Class	B.A. (Hons)	Year	B.A.III	Semester	V
Subject	Minor II (Co-curricular)				
Course Code	CC030501	Course Title	Problem Solving and Decision Making		
Course Description: This course is designed to enhance participants' problem-solving and decision-making abilities in a professional setting. It provides a structured approach to understanding and addressing various types of problems, using effective decision-making models, and applying creative problem-solving techniques. Through theoretical insights, practical exercises, and case studies, participants will develop the skills necessary to tackle workplace challenges and make informed decisions.					
Course Objectives: <ul style="list-style-type: none">• Develop a clear understanding of problem-solving principles and their importance in the workplace.• Master the problem-solving process, including problem identification, information gathering, data analysis, and solution evaluation.• Explore and apply various decision-making models to enhance the quality of decisions.• Foster creative problem-solving skills through techniques like lateral thinking, brainstorming, and SWOT analysis.• Practice applying problem-solving and decision-making skills to real-world case studies and group discussions.					
Course Outcome: CO1: This course develops critical thinking, problem-solving, and decision-making skills. CO2: Students learn to analyse complex situations, identify solutions, and evaluate decision-making processes. CO3: To help in developing positive mindset and attitudes. CO4: To apply strategic thinking techniques in order to come up with new ideas and approaches in addressing problems and issues faced at work by senior managers.					
Credits – 2		Max. Marks: 100		Min. Passing Marks :33	
Total No. of Lectures - Self-Work - Practical (in hours per week): 2-0-0					
Unit	Topic				No. of Lectures
I	Introduction to Problem Solving at work <ul style="list-style-type: none">• Definition and importance• Types of problems				6

	<ul style="list-style-type: none"> Decision-making styles 	
II	Problem-Solving Process <ul style="list-style-type: none"> Identifying and defining problems Gathering information and analyzing data Generating and evaluating solutions 	8
III	Decision-Making Models <ul style="list-style-type: none"> Rational and intuitive decision-making Cost-benefit analysis and Pareto analysis 	8
IV	Creative Problem Solving with Case Studies and Applications <ul style="list-style-type: none"> Lateral thinking and brainstorming Mind mapping and SWOT analysis Real-world examples and group discussions Applying problem-solving and decision-making skills 	8
	TOTAL CLASSESS	30

Suggested Reading:

- Stop Guessing: The 9 Behaviors of Great Problem Solvers by Nat Greene
- *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills* by Michael Kallet

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Year 3, Semester 6)

SUBJECT NAME: GENDER AND SOCIETY

SUBJECT TYPE: MAJOR 1 (CORE)

SUBJECT CODE: A070601T

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject		Sociology			
Course code	A070601T	Course	Gender and Society		
Course Overview: This course provides an in-depth exploration of gender as a fundamental aspect of social life. It examines the ways in which gender shapes and is shaped by social structures, institutions, and individual identities. Students will analyze the intersections of gender with race, class, sexuality, and other social categories, and will explore both historical and contemporary issues related to gender inequality and social justice.					
Course Objectives: <ul style="list-style-type: none">• To understand the concept of gender and its social construction.• To explore the role of gender in various social institutions such as family, education, work, and media.• To examine the intersections of gender with other social categories such as race, class, and sexuality.• To analyze the impact of gender inequality on individuals and society.• To critically evaluate theories and research related to gender and society.					
Course Outcomes: <ul style="list-style-type: none">• The learner will be able to understand and investigate the crime against women and LGBTQ at present.• The students will be able to learn and rethink about theoretical aspect of the gender issues.• The third unit will introduce students to the core gender issue and will equip them to come with suggestions which would be directed towards gender equity.• The learner will get an in-depth understanding on the issues pertaining to the women.• The students will be aware about Constitutional Safeguards and Human Rights.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week): 4-0-1					
Unit	Topic			No. of. Lectures	
I	Crime against Women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place. Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.			12	
II	Gender Perspective: Liberal, Marxian, Socialist, Radical, Functionalist			12	

III	Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity.	12
IV	Women and Society in India: Demographic Profile, Population and Gender, Population, Gender and Migration, Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health	12
V	Constitutional Safeguards and Provisions regarding Women. Programmes and Policies regarding upliftment of Women. Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights.	12

This is a major honours sociology course

Suggested readings:

1. Basu Aparna. 1999. Women's Education in India in Ray and Basu (edt): From Independence
2. Towards Freedom.
3. Chodhuri Maitreyee. 2004. Feminism in India, Women Unlimited.
4. Chakravarty Uma. 2003. Gendering caste through a feminist Lense, Stree, Calcutta,
5. Courting Disaster, PUDR Report, 2003.
6. Davis Kathy, Evans Mary, Lorber, J (edt). 2006. Handbook of Gender and Women's Studies.
7. Delmont Sara, 2003: Feminist Sociology.
8. Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai
9. Geetha V. 2007. Patriarchy, Stree, Calcutta.
10. Geetha V. 2002. Gender, Stree, Calcutta.
11. Kimmel Michael, The Gendered Society, Oxford, NY, 2008.
12. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992
13. भारतमेंघरेलूहिंसा ,2017, रिकीभट्टाचार्या
14. घरेलूहिंसासेमहिलाओंकासंरक्षण: अधिनियमएवंसंरक्षण, 2020, युनिवर्सललॉपब्लिशर।
15. Bhasin Kamala, 2000 Understanding Gender, Kali for Women.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

(Year 3, Semester- 6)

SUBJECT NAME: SOCIOLOGY OF MIGRATION

SUBJECT TYPE: MAJOR 2 (CORE)

SUBJECT CODE: A070602T

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject			Sociology		
Course code	A070602T	Course	Sociology of Migration		
Course Overview: This course delves into the sociological aspects of migration, exploring the complex processes and impacts of human movement across borders. It examines the reasons behind migration, the experiences of migrants, and the effects on both sending and receiving societies. The course covers a range of migration types, including voluntary and forced migration, and analyzes the social, economic, and political dimensions of migration.					
Course Objectives: <ul style="list-style-type: none">• To understand the theoretical frameworks and key concepts related to migration.• To explore the causes and consequences of migration for individuals and societies.• To analyze the role of migration policies and their impact on different populations.• To examine the experiences of various migrant groups, including refugees, labor migrants, and immigrants.• To assess the social and cultural changes resulting from migration and the challenges faced by migrants in their new environments.					
Course Outcomes: <ul style="list-style-type: none">• The first unit will enable students to understand historical and contemporary patterns of migration and develop critical thinking about issues associated with migration.• The learner will be able to understand the issue of migration with special reference to Northeast states.• The learner will get a glimpse on immigration and social challenges in South Asia.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week): 4-0-1					
Unit	Topic			No. of Lectures	
I	UNIT-1: INTRODUCTION TO MIGRATION <ul style="list-style-type: none">• Concept and Causes of Migration• National and International Migration• Theories of Migration• Issues and Challenges of Migration			15	

II	UNIT-2: STATE, BORDERS AND POLITICS <ul style="list-style-type: none"> • Migration and International Politics • Mapping Borders and Border Disputes • Indo-Pakistan Border dispute • Indo-Tibet Border Dispute 	15
III	UNIT-3: MIGRATION IN NORTHEAST INDIA <ul style="list-style-type: none"> • Siliguri Border and Geopolitics • Terrorism and Refugee Politics • Student Coalition and Politics • Identity Politics & Citizenship Concerns 	15
IV	UNIT-4: MIGRATION IN SOUTH ASIA <ul style="list-style-type: none"> • Routes of Migration • Migration and Religion • Migration and Population • Diasporas in South Asia 	15

This is a major honours course

Suggested readings:

1. Massey, Douglas S. 1999. Why Does Immigration Occur? A Theoretical Synthesis." In The Handbook of International Migration: The American Experience. Eds. C. Hirschman, P. Kasinitz, and J. DeWind. New York: Russell Sage Foundation.
2. Gerald, D. S. F. and Arar, R. 2016. The Sociology of Refugee Migration. Annual Review of Sociology, Vol. 44, 2018: 387-406.
3. Samers, M. and Collyer, M. 2016. Explaining Migration Across International Borders: Determinist Theories" in Samers, M. and Collyer, M., Migration. Routledge.
4. Alden, E. 2018. Is Border Enforcement Effective? What We Know and What It Means? Journal on Migration and Human Security, Vol. 5 (2) 2018: 481-490. Atac, I., Rygiel, K. and Stierl, M. "Introduction: The Contentious Politics of Refugee and Migrant Protest and Solidarity Movements: Remaking Citizenship from the Margins", Citizenship Studies, Vol. 20 (5) 2016: 527 -544
5. Baser, B. and Halperin, A. "Diasporas from the Middle East: Displacement, Transnational Identities and Homeland Politics", Special Issue British Journal of Middle Eastern Studies, Vol. 46 (2) 2019: 215-221. Brinkerhoff, J. M. "Interconnected Immigrants in the Information Society" in Alonso, A. and Oiarzabal, P. J. (eds.),
6. Diasporas in the New Media Age: Identity, Politics and Community, 39-49. Reno, NV: University of Nevada Press, 2010. Gamlen, A. "The Emigration State and the Modern Geopolitical Imagination", Political Geography, Vol. 27 (8) 2008: 840 – 856.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Visit to Migrant Camps or Refugees
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Assignment
- Attendance

(Year 3, Semester 6)

SUBJECT NAME: PIONEERS OF INDIAN SOCIOLOGY

SUBJECT TYPE: MAJOR 3 (CORE)

SUBJECT CODE: A070603T

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject			Sociology		
Course code	A070603T	Course	Pioneers of Indian Sociology		
<p>Course Overview: This course explores the foundational figures in Indian sociology and their contributions to the field. It focuses on the works and theories of key sociologists who have shaped the understanding of Indian society and culture. Through a detailed examination of their writings and theories, students will gain insights into the development of sociological thought in India and its relevance to contemporary issues.</p> <p>Course Objectives:</p> <ul style="list-style-type: none">• To understand the contributions of pioneering Indian sociologists and their impact on the field.• To analyze the major theories and concepts introduced by these scholars.• To explore the historical and cultural contexts that influenced their work.• To assess the relevance of their theories in the contemporary Indian sociological landscape. <p>Course Outcomes:</p> <ul style="list-style-type: none">• The first unit delineates in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities.• The learner will grasp information and knowledge about the approaches and theoretical framework adopted by D.P. Mukherjee.• The learner will get in-depth knowledge on Indian Sociologists who helped to develop Sociology in India.• The students will get an opportunity to know about the History of Sociology in India and Sociological traditions.• The learner will be able to develop basic understanding on the issues related to farmers of India.					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week): 4-0-1					
Unit	Topic			No. of Lectures	
I	G. S. Ghurye: Caste; Indian Sadhus; Rururban Community; D. N. Majumdar: Caste; Tribal Integration Radhakamal Mukherjee: Social Structure of Values; Social Ecology			12	

II	D.P. Mukherjee: Indian Culture and Diversities; Modernity, Indian Youth, Marxology	12
III	Irawati Karve: Kinship in India I.P. Desai: Indian Family M.N. Srinivas: Sanskritization; Westernization; Secularization; Dominant Caste.	12
IV	S. C. Dube: Indian Village; Tradition; Modernization and Development. A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society.	12
V	Andre Beteille: Caste, Class and Power: Agrarian Structure Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure.	12

This is a major elective course

Suggested readings:

1. D.N. Dhanagare. 1999. Themes and Perspectives in Indian Sociology. Rawat Publications.
2. Das Veena. 1995. Critical Events: An Anthropological Perspective on Contemporary India. Oxford University Press.
3. David, Ludden. 2000. Critique of Subaltern Studies. Sage India.
4. Dube, S. C, 1990. Indian Society. National Book Trust.
5. Gail Omvedt. 2002. Dalits and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India. Sage India.
6. Vivek, P.S. 2002. Sociological Perspectives and Indian Sociology. Himalaya.
7. Ghurye, G. S. 1969. Caste and Race in India. Popular Prakashan.
8. Pramanik. S. K. 2020. Sociology of G S Ghurye. Rawat Publications.
9. Majumdar. D.N. 1944. The Fortunes of Primitive Tribes. Palala Press.
10. Saksena. H. S. 2017. Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian Anthropology. Rawat Publications.
11. Madan, T.N. 2011. Sociological Traditions: Methods and Perspectives in the Sociology of India. Sage Publications.
12. Madan, T.N.2013. Sociology at the University of Lucknow: The First Half Century (1921-75). Oxford University Press.
13. Oommen, T.K. 2015. Radhakamal Mukherjee on Social Ecology: Filling Up Some Blanks. Sociological Bulletin, Vol. 64, No. 1 (January – April 2015), pp. 15-35.
14. Mukherjee, D.P. 2002. Indian Culture. Rupa and Co.
15. Mukherjee, D.P. 2002. Diversities: Essays in Economics, Sociology and Other Social Problems. Manak Publications.
16. Desai I.P. 1964. Some Aspects of Family in Mahuva. Cambridge University Press.
17. Karve, Irawati. 1953. Kinship Organisation in India (Deccan College Monograph Series, 11).
18. Uberoi, Patricia; Nandini Sundar and S. Deshpande. 2007. Anthropology in the East: Founders of Indian Sociology and Anthropology. Seagull Books Publications.
19. बी.के., नागला : भारतीयसमाजशास्त्रीयचिंतन, Rawat Publications.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.

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- Research Orientation of the student.
 - Quiz

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

(Year 3, Semester 6)

SUBJECT NAME: RURAL SOCIOLOGY

SUBJECT TYPE: MAJOR 4 (CORE)

SUBJECT CODE: A070604T

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject			Sociology		
Course code	A070604T	Course	Rural Sociology		

Course Overview: This course examines the social structures, relationships, and processes within rural communities. It explores the unique aspects of rural life, including agricultural practices, community dynamics, and the impact of modernization and globalization on rural areas. Students will analyze the challenges and opportunities faced by rural populations and investigate how social policies and economic changes influence rural societies.

Course Objectives:

- To understand the fundamental concepts and theories related to rural sociology.
- To explore the social, economic, and cultural aspects of rural life.
- To analyze the effects of modernization, urbanization, and globalization on rural communities.
- To assess the role of rural communities in broader social and economic contexts.
- To examine policies and programs aimed at rural development and their effectiveness.

Course Outcomes (The learners will enable):

1. to understand rural sociology as a sub-branch of sociology and established discipline in the field of sociology.
2. to get in-depth conceptual understanding on jajmani system and panchayati raj system.
3. to get acquainted with rural issues and problems, especially in Indian context.

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4. to map out the changing patterns in rural leadership.
 5. to understand the impact of government policies for Rural India.

Credits:5	Max. Marks:100	Min. Passing Marks:33
Total no. of lectures-tutorials-practical/SW (in hours per week): 4-0-1		
Unit	Topic	No. of Lectures
I	UNIT-1: INTRODUCTION TO RURAL SOCIOLOGY <ul style="list-style-type: none"> • Meaning & Definitions of Rural Sociology • Rural Sociology as a discipline • Origin and history of Rural sociology • Emergence of Rural Sociology in India 	12
II	UNIT-2: SYSTEMS & TRADITIONS <ul style="list-style-type: none"> • Jajmani System • Zamindari System • Panchayat system 	12
III	UNIT-3: RURAL SOCIETIES <ul style="list-style-type: none"> • Concept of Village and Characteristics • Ancient Rural Societies • Rural Societies of North India • Rural Societies in South India 	12
IV	UNIT-4: PROBLEMS & CHALLENGES <ul style="list-style-type: none"> • Poverty & Unemployment • Caste and Communities • Property Inheritance & Disputes • Status of women 	12
V	UNIT-5: RURAL WELFARE SCHEMES <ul style="list-style-type: none"> • MNREGA • Rural Health Mission • Kisan Credit scheme • RURAL INDEBTEDNESS • Micro-credit schemes • Farmer suicides • Government strategies 	12

This is a major honours course

Suggested readings:

Desai, A.R. 2019. Rural Sociology in India. Sage Publication.
Singh, Yogendra. 1986. Modernization of Indian Tradition. Penguin Books Ltd.
Dan, Veena. 2006. Handbook of Indian Sociology. Oxford University Press.
Ahuja, Ram. 1999. Society in India: Concept, Theories and Recent Trends. Rawat Publications.

Nagla, B.K. 2013. Indian Sociological Thought. Rawat Publication.

Suggested Continuous Internal Evaluation Methods (40 Marks):

- Visit to Migrant Camps or Refugees
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz
- Assignment
- Attendance

Suggested equivalent online courses:

IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.

Programme/Class:	B.A. (Hons)	Year:	III	Semester:	VI
Subject:	Minor I (Vocational)				
Course Code: A270605T	Course Title: Entrepreneurship and Startup Management				
Course Description: The “Entrepreneurship and Start-up Management” course provides a comprehensive overview of the entrepreneurial journey, from identifying business opportunities to managing a successful startup. Students will explore the mindset of entrepreneurs, the challenges and rewards of starting a business, and the essential tools and techniques for developing and executing a robust business plan. Through case studies, practical exercises, and real-world applications, learners will gain the skills and knowledge necessary to navigate the dynamic landscape of entrepreneurship and build sustainable, innovative ventures.					
Course objectives:					
<ul style="list-style-type: none">• To develop and fortify entrepreneurial quality, i.e., motivation or need for achievement.• To develop small and medium-scale enterprises to generate employment and widen the scope of industrial ownership.• To industrialize rural and backward sections of the society.• To understand the merits and demerits of becoming an entrepreneur.					
Course Outcome:					
CO1: Define entrepreneurship and identify the characteristics and mindset of successful entrepreneurs, recognizing the types and challenges of various entrepreneurial ventures.					
CO2: Utilize techniques such as brainstorming and market research to identify business opportunities, and conduct thorough evaluations to assess market size, competition, and feasibility.					
CO3: Create detailed business plans that include executive summaries, market analyses, marketing strategies, financial projections, and management plans, and learn to pitch these plans to potential investors effectively.					

Credits: 4		Compulsory
Max. Marks: 100		Min. Passing Marks:40
Total No. of Lectures-Practical (in hours per week): L-T-P: 3-1-0		
Unit	Topics	No. of Lectures
I	Unit 1: Introduction to Entrepreneurship <ul style="list-style-type: none"> Defining Entrepreneurship and the Entrepreneurial Mindset Types of Entrepreneurs and Ventures Benefits and Challenges of Entrepreneurship Case Studies of Successful Startups (OYO) 	10
II	Unit 2: Opportunity Identification and Evaluation <ul style="list-style-type: none"> Techniques for Identifying Business Opportunities (e.g., brainstorming, market research) Evaluating Opportunity Attractiveness (e.g., market size, competition, feasibility analysis) Customer Discovery and Validation Ideation and Business Model Canvas 	10
III	Unit 3: Developing a Business Plan <ul style="list-style-type: none"> Components of a Business Plan (executive summary, market analysis, marketing plan, financial projections, management team) Writing a Compelling Business Plan Financial Management for Startups (basic financial statements, funding options) Pitching Your Business Idea (presentation skills) 	10
IV	Unit 4: Startup Management Essentials <ul style="list-style-type: none"> Marketing and Sales Strategies for Startups Building and Leading a High-Performing Team Legal Considerations for Startups (business structure, regulations) Managing Operations and Growth Case Studies of Startup Challenges and Solutions (8

V	Unit 5: The Entrepreneurial Journey <ul style="list-style-type: none"> • Launching Your Startup: The Go-to-Market Strategy • Managing Risk and Crisis in Startups • Building a Sustainable Business Model • The Importance of Adaptability and Innovation • Future Trends in Entrepreneurship 	7
		45

Suggested Readings:

1. Gupta, C.B., “Business Organization”, Mayur Publication, (2014).
2. Singh, B.P., Chhabra, T.N., “An Introduction to Business Organisation & Management”, Kitab Mahal, (2014).
3. Sherlekar, S.A. & Sherlekar, V.S, “Modern Business Organization & Management Systems Approach Mumbai”, Himalaya Publishing House, (2000).
4. Bhusan Y. K., “Business Organization”, Sultan Chand & Sons.
5. Prakash, Jagdish, “Business Organization and Management”, Kitab Mahal Publishers (Hindi and English)

Note: Latest edition of the textbooks should be used.

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Programme / Class	B.A. (Hons)	Year	B.A.III	Semester	VI
Subject	Minor II (Co-curricular)				
Course Code	CC030601	Course Title	Communication Skills &Personality Development		
Course Description: This course is designed to provide students with a comprehensive understanding of personality development, focusing on enhancing self-awareness, emotional intelligence, and communication skills. By exploring key concepts and techniques in these areas, students will be equipped to improve their personal and professional interactions, foster personal growth, and build self-confidence.					
Course Objectives: <ul style="list-style-type: none">• To introduce students to the fundamental concepts of personality and its development.• To enhance self-awareness and self-esteem through various reflective practices and strategies.• To develop emotional intelligence by understanding its components and applying techniques to improve emotional regulation and interpersonal skills.• To refine communication skills, both verbal and non-verbal, for effective interaction in diverse contexts.					
Course Outcome- <ul style="list-style-type: none">• Students will gain a comprehensive understanding of what constitutes personality, including different theories and factors influencing personality development.• Students will develop a heightened sense of self-awareness and learn strategies to enhance their self-esteem and confidence.• Students will grasp the concept of emotional intelligence (EI) and acquire skills to manage their emotions effectively, enhance interpersonal relationships, and navigate social situations.• Students will acquire both verbal and non-verbal communication skills necessary for effective interaction in personal and professional contexts.• Students will develop skills in building positive relationships, resolving conflicts, and working collaboratively in teams.					
Credits – 2	Max. Marks: 100		Min. Passing Marks :33		

Total No. of Lectures - Tutorials - Practical (in hours per week): 2-0-0

Unit	Topic	No. of Lectures
I	Unit 1: Introduction to Personality Development <ul style="list-style-type: none"> • Definition and Concept of Personality • Understanding personality traits and characteristics • Importance of personality development in personal and professional life. • Factors Influencing Personality Development • Genetics vs. environment • Role of upbringing, culture, and social interactions 	5
II	Unit 2: Self-awareness and Self-esteem Self-awareness <ul style="list-style-type: none"> • Importance of self-awareness in personal growth • Techniques for self-reflection and introspection Self-esteem <ul style="list-style-type: none"> • Definition and components of self-esteem • Strategies to enhance self-esteem and self-confidence 	5
III	Unit 3: Emotional Intelligence (EI) <ul style="list-style-type: none"> • Understanding Emotional Intelligence <ul style="list-style-type: none"> ○ Components of EI: self-awareness, self-regulation, motivation, empathy, social skills. ○ Importance of EI in personal and professional relationships. • Developing Emotional Intelligence <ul style="list-style-type: none"> ○ Techniques to enhance emotional awareness and regulation ○ Practicing empathy and improving social skills 	5
IV	Unit 4: Communication Skills	5

	<ul style="list-style-type: none"> • Verbal Communication <ul style="list-style-type: none"> ○ Effective speaking and active listening skills ○ Assertiveness vs. aggression in communication • Non-verbal Communication <ul style="list-style-type: none"> ○ Body language, gestures, and facial expressions ○ Interpreting and using non-verbal cues effectively 	
V	Unit 5: Interpersonal Skills <ul style="list-style-type: none"> • Building Positive Relationships <ul style="list-style-type: none"> ○ Importance of empathy and understanding in relationships ○ Conflict resolution techniques • Teamwork and Collaboration <ul style="list-style-type: none"> ○ Effective teamwork strategies ○ Leadership skills and group dynamics 	10

Suggested Readings:

- "The Road Less Traveled" by M. Scott Peck
- "Mindset: The New Psychology of Success" by Carol S. Dweck
- "Emotional Intelligence 2.0" by Travis Bradberry and Jean Greaves
- "The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change" by Stephen R. Covey
- "The Art of Communicating" by Thich Nhat Hanh

Program/Class:	B.A.	Year – III	Semester: Six
English (H)			
Subject: Sociology			
Course Title: Project		Credits: 4	
Course Code: A040605P		L-T/SW-P- 4-0-0	
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	Topics		No. of contact hours
	Project		45
The breakup of the evaluation/assessment is given below.			
Internal Marks Details -40%			
External Marks Details- 60%			