

Program Project Report (PPR)

of

Bachelor of Arts (Sociology)



Accredited with NAAC **A** Grade

12-B Status from UGC

Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

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1. Introduction:

Welcome to the Bachelor of Arts in Sociology program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

Sociology, as a field of study, provides profound insights into the complexities of human societies, their structures, and the intricate social relationships that shape our world. By examining societal dynamics, cultural norms, and social institutions, students gain a comprehensive understanding of how societies function and evolve. This knowledge is particularly valuable for individuals from rural areas and the service class, as it equips them with the tools to critically analyze and address the specific social issues affecting their communities.

Our Distance and Distance education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Distance platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of sociology and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Distance BA (Sociology) program emphasizes an intensive, flexible arts education with 132 credits. The programme structure and credits for Distance BA (Sociology) are finalized based on the stakeholders' needs and the general structure of the programme.

The Distance Bachelor of Arts (BA Sociology) Programme is a three-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

1.1. Programme Mission and Objective:



The Distance BA (Sociology) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of the Distance BA Sociology program is to provide advanced and practical knowledge of society for making participants more competent to occupy key operational positions.
- To impart the latest and relevant knowledge of sociology.
- To develop the right kind of values and attitudes to function effectively in the competitive environment.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Distance BA Sociology Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Distance mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the



learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner’s engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Distance and other platforms without much loss of fidelity. Hence the BA Sociology programme is suited for Distance mode of learning.

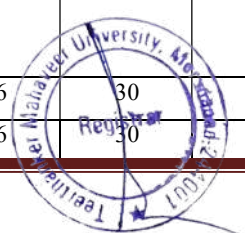
5. Instructional Design:

5.1. Curriculum Design:

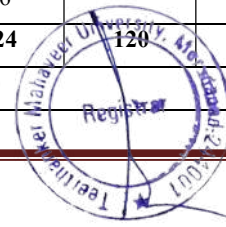
The curriculum has been designed by experts in sociology and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

5.2. Programme structure and detailed syllabus:

Bachelor of Arts in Sociology										
Semester -1										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BASCC101	Introduction to Sociology -I	6	0	0	6	30	70	100
2	CC-2	BASCC102	Sociology of India -I	6	0	0	6	30	70	100
3	GEC-1	BAGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BASCC201	Introduction of Sociology - II	6	0	0	6	30	70	100
2	CC-4	BASCC202	Sociology of India - II	6	0	0	6	30	70	100



4	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -II	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -III										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BASCC301	Political Sociology	6	0	0	6	30	70	100
2	CC-6	BASCC302	Sociology of Education	6	0	0	6	30	70	100
3	CC-7	BASCC303	Sociology of Kinship	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communications For Leaders	4	0	0	4	30	70	100
6	GEC-3	BAGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600
Semester -IV										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BASCC401	Economic Sociology	6	0	0	6	30	70	100
2	CC-9	BASCC402	Sociology of Gender	6	0	0	6	30	70	100
3	CC-10	BASCC403	Social Stratification	6	0	0	6			
4	AECC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500
Semester -V										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BASCC501	Sociological Thinkers - I	6	0	0	6	30	70	100
2	CC-12	BASCC502	Sociological Research Methods -I	6	0	0	6	30	70	100
Select any two from below										
3	DSEC-1	BASDSE501	Urban Sociology	6	0	0	6	30	70	100
4	DSEC-2	BASDSE502	Environmental Sociology	6	0	0	6	30	70	100
5	DSEC-3	BASDSE503	Tribal Cultures of India	6	0	0	6			
Total				24	0	0	24	120	280	400
Semester -VI										

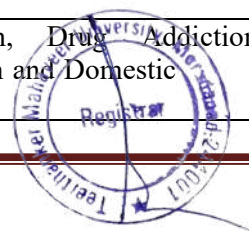


S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-13	BASCC601	Sociological Thinkers - II	6	0	0	6	30	70	100
2	CC-14	BASCC602	Sociological Research Methods - II	6	0	0	6	30	70	100
Select any two from below										
1	DSEC-4	BASDSE601	Indian Sociological Traditions	6	0	0	6	30	70	100
2	DSEC-5	BASDSE602	Reading Ethnographies	6	0	0	6	30	70	100
3	DSEC-6	BASDSE603	Visual Anthropology	6	0	0	6	30	70	100
Total				24	0	0	24	120	280	400

Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the courses after obtaining the permission from Programme Coordinator.

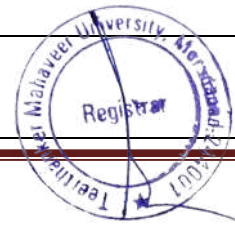
Core Courses

Course Code: BASCC101	Core Course – I BA- Semester-I Introduction to Sociology- I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall foundational concepts, terms, and key figures in sociology, such as society, culture, socialization, and sociological imagination.	
CO2.	Understanding: Explain the basic principles and perspectives in sociology, including structural-functionalism, conflict theory, and symbolic interactionism.	
CO3.	Applying: Apply sociological theories and concepts to analyze and interpret everyday social phenomena and issues, demonstrating practical understanding.	
CO4.	Analyzing: Compare and contrast different sociological perspectives and their approaches to studying social structures, institutions, and processes.	
CO5.	Evaluating: Critically assess sociological research and literature, evaluating the validity and reliability of various sociological studies and their findings	
Course Content:		
Block-1:	Nature and Scope of Sociology: Meaning of Sociology and Definition; Nature and Scope of Sociology, Sociology, and its Relation with other Social Sciences. Basic Concepts: Society, Community, Institution, Association, Group, and Culture.	12 Hours
Block -2	Social Institutions: Family, Marriage, Religion, Education, Polity and Economy. Socialization: Socialization - Meaning and Definition; Relation between Individual and Society; and Agencies of Socialization	12 Hours
Block -3:	Social Stratification: Meaning, Forms and Theories-Fundamental, Marxism and Weberian.	12 Hours
Block -4:	Social Change: Meaning Definition and Characteristics; Progress and Development; Factors of Social Change.	12 Hours
Block -5	Social Problems: Youth Unrest, Alcoholism, Drug Addiction, Unemployment, Crime and Delinquency Corruption and Domestic Violence.	12 Hours



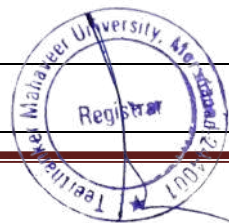
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Bottmore, T. B. 2008. Sociology — A Guide to Problems and Literature. Delhi, India: S. Chand. • Davis, Kingsley. 1937. Human Society. New York, USA: Macmillan. • Horton, Paul. B, Chester, L. Hunt, 1968. Sociology. New York, USA: McGraw-Hill. • Hadden W. Richard. 1997. Sociological Theory — An Introduction to the Classical Tradition. Canada, USA: Board View Press. 	

Course Code: BASCC102	Core Course – 2 BA- Semester-I Sociology of India- I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, historical events, and significant sociologists relevant to the study of Indian society.	
CO2.	Understanding: Explain the fundamental social structures and institutions in India, such as caste, family, religion, and village communities.	
CO3.	Applying: Apply sociological theories to analyze contemporary social issues in India, such as urbanization, migration, and social stratification.	
CO4.	Analyzing: Critically examine the interactions between traditional and modern elements in Indian society, evaluating how these dynamics influence social change.	
CO5.	Evaluating: Assess various sociological perspectives and research findings on Indian society, critically evaluating their contributions to understanding India's complex social fabric.	
Course Content:		
Block-1:	India : An Object of Knowledge; The Colonial Discourse; The Nationalist Discourse; The Subaltern Critique	12 Hours
Block -2	Indian Society: Concepts and Institutions Caste : Concept and Critique Varna and Jati Jajmani System Dominant Caste Caste Mobility: Sanskritisation	12 Hours
Block -3:	Social Groups in India: Rural, Urban and Tribal Agrarian Classes City and Urban Life Industry and Labour Tribe: Profile and Location	12 Hours
Block -4:	Social Groups in India: Rural, Urban and Tribal Tribes: Culture, Economy and Polity Village: Structure and Change Village Solidarity Kinship: Principle and Pattern	12 Hours
Block -5	Religion: Tradition and Modernity Religion and Society Religion as an Institution	12 Hours



	Relation between Magic, Science and Religion Religion and Globalisation / Social Conflict	
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	
Reference Books	<ul style="list-style-type: none"> • Bhattacharyya, Sabyasachi. 2016. The Colonial State Theory and Practice. New Delhi: Primus Books. • Desai, A. R. 1948. Social Background of Indian Nationalism. Bombay: Popular Prakashan. • Mehra, Arun. 2004, History of Modern India. Jaipur: ABD Publishers. • Patel, Sujata. (ed.) 2014 Doing Sociology in India. New Delhi: Oxford University Press. • Said, Edward. 1978. Orientalism Western Conceptions of the Orient. New York: Pantheone Book. • Seal, Anil. 1982. The Decline, Revival and Fall of the British Empire. Cambridge University Press. • Uberoi, Sundar, Deshpande. (ed.) 2010. Anthropology in the East. Ranikhet: Permanent Black. 	

Course Code: BASCC201	Core Course – 3 BA- Semester-II Introduction to Sociology- II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding: Explain the concept of social structure and its significance in shaping individual behavior and societal organization.	
CO2.	Analyzing: Explain the evolution of human societies from primitive to agrarian and industrial stages and analyze the impact of these transitions on social structures and institutions.	
CO3.	Evaluating: Explain the dynamic relationship between individuals and society, examining how societal norms, values, and institutions influence individual behavior and vice versa.	
CO4.	Analyzing: Explain the role of culture in shaping individual personality and behavior and analyze the processes of socialization and social control in maintaining social order.	
CO5.	Applying Explain the associative social processes such as cooperation, assimilation, and accommodation, as well as the dissociative social processes like conflict and competition, and their impact on societal dynamics.	
Course Content:		
Block-1:	INTRODUCTION: UNIT 1 SOCIAL STRUCTURE UNIT 2 TYPES OF SOCIETY: PRIMITIVE, AGRARIAN AND INDUSTRIAL UNIT 3 EVOLUTION OF HUMAN SOCIETY AND RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY UNIT 4 CULTURE AND PERSONALITY	12 Hours
Block -2	SOCIALIZATION AND SOCIAL CONTROL UNIT 1 MEANING, DEFINITION, TYPES AND STAGES OF SOCIALIZATION PROCESS UNIT 2 AGENCIES OF SOCIALIZATION	12 Hours
Block -3:	SOCIALIZATION AND SOCIAL CONTROL UNIT 3 THEORIES OF SOCIALIZATION	12 Hours



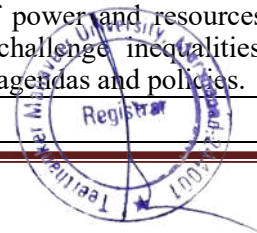
	UNIT 4 MEANING, DEFINITION, AND IMPORTANCE OF SOCIAL CONTROL UNIT 5 TYPES AND AGENCIES OF SOCIAL CONTROL	
Block -4:	SOCIAL PROCESSES UNIT 1 MEANING, DEFINITION AND TYPES OF SOCIAL PROCESSES UNIT 2 ASSOCIATIVE SOCIAL PROCESSES: COOPERATION, ASSIMILATION AND ACCOMMODATION	12 Hours
Block -5	SOCIAL PROCESSES UNIT 3 DISSOCIATIVE SOCIAL PROCESSES: CONFLICT AND COMPETITION	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Firth, R. (1956). Elements of social Organisation. Watts and Company: London. • Leach, E. (1968). Social Structure. In David I. Sills (ed.) International Encyclopedia of Social Sciences. Macmillan Company and the Free Press: New York. • Levi-Strauss, C. (1953). Social Structure. In A.L. Kroeber. (ed.) Anthropology Today: An Encyclopedic Inventory, pp. 524-553. The University of Chicago Press: Chicago and London. 	

Course Code: BASCC202	Core Course – 4 BA- Semester-II Sociology of India- II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Students will be able to recall and describe the key concepts and theories related to development studies, including ecological, liberal, Marxist, and modernization theories.	
CO2.	Understanding: Students will demonstrate understanding of the different perspectives on development, such as the capitalist, socialist, and mixed economy models, as well as the roles of state, market, and non-governmental organizations in development processes.	
CO3.	Application (Applying): Students will apply theoretical frameworks to analyze real-world socio-economic disparities, gender issues, and cultural dynamics in the context of development, both globally and within the Indian context.	
CO4.	Analysis (Analyzing): Students will analyze the socio-cultural repercussions of globalization, the social implications of the information technology revolution, and the social consequences of economic reforms, utilizing critical perspectives and theoretical lenses.	
CO5.	Evaluation (Evaluating): Students will evaluate the effectiveness of different development strategies and policies in addressing socio-economic disparities, gender inequality, cultural barriers, and ethnic tensions, drawing on empirical evidence and case studies.	
Course Content:		
Block-1:	Unit 1: Critical Perspectives on Development: Ecological and Liberal Unit 2: Critical Perspectives on Development: Marxism Unit 3: Theories of Development and Underdevelopment: Modernization	12 Hours



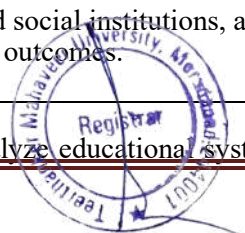
	Theories	
Block -2	Unit 4: Theories of Development and Underdevelopment: Center-Periphery, World-Systems, Unequal Exchange Unit 5: Paths of Development: Capitalist, Socialist, Mixed Economy, Gandhian Unit 6: Agencies of Development: State, Market, Non-governmental Organizations	12 Hours
Block -3:	Unit 7: Social Structure and Development: Structure as a Facilitator/Inhibitor Unit 8: Development and Socio-Economic Disparities Unit 9: Gender and Development	12 Hours
Block -4:	Unit 10: Culture and Development: Culture as an Aid to Development Unit 11: Culture as an Impediment to Development Unit 12: Development and Displacement of Tradition Unit 13: Development and Upsurge of Ethnicity	12 Hours
Block -5	Unit 14: Indian Context of Development: Sociological Appraisal of Five-Year Plans Unit 15: Social Consequences of Economic Reforms Unit 16: Socio-Cultural Repercussions of Globalization Unit 17: Social Implications of Info-Tech Revolution	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Indian Society, Structure and Changes — Doshi and Jain. • Indian Society — Ram Ahuja. • Encyclopedia of Sociology — Harikrishna Rawat. 	

Course Code: BASCC301	Core Course – 5 BA- Semester-III Political Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Knowledge (Remembering): Students will demonstrate a comprehensive understanding of the foundational concepts and theories in political sociology, including power, authority, state, citizenship, democracy, and political participation.	
CO2.	Understanding (Understanding): Students will analyze the interplay between social structures, institutions, and political processes, and understand how socio-economic factors, such as class, race, gender, and ethnicity, shape political behavior and outcomes.	
CO3.	Application (Applying): Students will apply sociological theories and methods to analyze contemporary political issues, such as social movements, political parties, globalization, nationalism, political violence, and social change.	
CO4.	Analysis (Analyzing): Students will critically analyze the distribution of power and resources within societies, examining how political systems perpetuate or challenge inequalities and how social movements and collective action influence political agendas and policies.	
CO5.	Evaluation (Evaluating):	



	Students will evaluate the effectiveness of political institutions and processes in promoting social justice, equality, and democracy, considering diverse perspectives and empirical evidence, and propose alternative frameworks for more inclusive and equitable governance structures.	
Course Content:		
Block-1:	MODULE I: INTRODUCTION 1.1 Definition, Nature and Scope of Political Sociology 1.2 Subject matter of Political Sociology 1.3 Relationship between Political system and Society	12 Hours
Block -2	MODULE II: THEORETICAL PERSPECTIVES 2.1 Max Weber: Authority, Party 2.2 Pareto: Circulation of Elites 2.3 C Wright Mills: Power Elites	12 Hours
Block -3:	MODULE III: DYNAMICS OF POWER 3.1 Power and Authority 3.2 Political Socialisation: Meaning, Significance and agencies 3.3 Role of Mass media in Politics	12 Hours
Block -4:	MODULE IV: POLITICAL PROCESS IN INDIA 4.1 Role of Pressure groups and Interest groups in Indian politics	12 Hours
Block -5	MODULE IV: POLITICAL PROCESS IN INDIA 4.2 Role of Caste, Religion and Language in Indian politics 4.3 Regionalism and politics of ethnicity, Politicization of social life	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Bottomore, Tom 1993. Political Sociology. London: • Pluto Press. Janoski, Thomas et. al. eds. 2005. The Handbook of Political Sociology. CUP, Cambridge. Mukhopodhaya, A.K 2006. Political Sociology: • Introductory Analysis, Calcutta: K.PBagchi & Co. Almond, Gabriel and G. B. Powell 2001. • Comparative Politics: A Developmental Approach. New Delhi: Oxford IBH. 	

Course Code: BASCC302	Core Course – 6 BA- Semester-III Sociology of Education	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Knowledge (Remembering): Students will demonstrate recall of key sociological concepts and theories related to education, including socialization, stratification, meritocracy, social capital, cultural reproduction, and the functions of education in society.	
CO2.	Understanding (Understanding): Students will comprehend the complex relationships between education and broader societal structures, such as the economy, politics, culture, and social institutions, and understand how these interactions shape educational experiences and outcomes.	
CO3.	Application (Applying): Students will apply sociological perspectives to analyze educational systems, policies, and	



	practices, examining issues such as educational inequality, access to education, educational reforms, and the impact of globalization on education.	
CO4.	Analysis (Analyzing): Students will critically analyze the role of education in reproducing or challenging social inequalities based on factors such as social class, race, ethnicity, gender, and ability, and evaluate the effectiveness of educational interventions in promoting equity and social justice.	
CO5.	Evaluation (Evaluating): Students will evaluate the strengths and limitations of different educational theories and approaches, assess the impact of educational policies on diverse communities and individuals, and propose evidence-based strategies for creating more inclusive and equitable educational systems.	
Course Content:		
Block-1:	Unit - I: Introduction : Conceptual clarity, Relationship between society, Education and Development.	12 Hours
Block -2	Unit - II : Socialization and Education :Relations between socialization and Education, Agencies of socialization and Education: Family, Peer Groups, School and Meida	12 Hours
Block -3:	Unit - III : Education, Inequalities and Social Justice: Concept of Equality of Educational Opportunity, Education and Disparities: Caste. Class, tribe,gender, rural-urban, Education and social mobility	12 Hours
Block -4:	Unit - IV : Emerging Trends in Education in India: School education: Existing scenario,	12 Hours
Block -5	Higher Education in India, Governance of Higher Education: Institutional programmes, National Educational policy 1986.	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Singh, Y. M. (1992). Sociological Foundations of Education, Sheth Publishers, Bombay • Mathur S.S. A Sociological Approach to Indian Education • Aggarwal J. C. Theory and Principles of Education • Marker N. S. Educational Sociology 	

Course Code: BASCC303	Core Course – 7 BA- Semester-III Sociology of Kinship	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Define and recall key concepts related to kinship, including family, marriage, descent, and residence patterns.	
CO2.	Understanding: Explain the roles, obligations, and relationships within various kinship systems and how these shape individual and group identities.	
CO3.	Applying: Apply major sociological theories and perspectives to analyze kinship structures in different cultural and historical contexts.	
CO4.	Analyzing: Critically evaluate the impact of social, economic, and technological changes on traditional kinship patterns and family structures.	



CO5.	Creating: Design and conduct independent research projects using qualitative and ethnographic methods to explore specific aspects of kinship.	
Course Content:		
Block-1:	Sociology of Kinship: Nature and significance of the subject	12 Hours
Block -2	Basic terms and concepts: Lineage, clan, phratry, moiety, kin group, kindred, incest, descent, Inheritance, succession, consanguinity, and affinity.	12 Hours
Block -3:	Approaches to the study of kinship: historical and evolutionary, Structural functional, Cultural, gender perspective	12 Hours
Block -4:	Kinship terminology, Kinship as an organizing principle: descent-patrilineal, matrilineal, double and cognatic descent	12 Hours
Block -5	Kinship as an organizing principle: descent groups, corporate groups and local groups, Changes in Land and Lineage Structure.	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ul style="list-style-type: none"> Dharam Vir, 2006: Kinship, Family and Marriage: Changing Perspectives, New Academic Publishers Uberoi, P. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press. Kapadia, K.M., 1982: Marriage and Family in India, Oxford University Press 	

Course Code: BASCC401	Core Course – 8 BA- Semester-IV Economic Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key sociological theories that explain economic behavior, such as Max Weber's theory of rationalization and Karl Polanyi's concept of embeddedness.	
CO2.	Explain how social institutions, such as family and education, influence economic behavior and outcomes.	
CO3.	Apply the theory of social capital to analyze the economic success of immigrant communities.	
CO4.	Analyze the role of social networks in job market outcomes, identifying how network size and strength influence employment opportunities.	
CO5.	Evaluate the effectiveness of microfinance programs in alleviating poverty by considering both economic data and social impacts on communities.	
Course Content:		
Block-1:	Introduction to Economic Sociology Unit 1 Society, Culture and Economy Unit 2 Formalism and Substantivism Unit 3 New Economic Sociology	12 Hours
Block -2	Forms of Exchange Unit 4 Reciprocity and Gift Unit 5 Exchange and Money	12 Hours
Block -3:	Systems of Production, Circulation and Consumption Unit 6 Hunting and Gathering Unit 7 Pastoralist and Horticulturalist Unit 8 Domestic Mode of Production	12 Hours



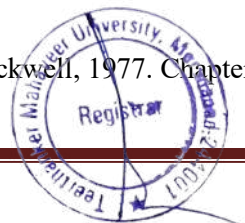
Block -4:	Unit 9 Peasant Economy Unit 10 Capitalism Unit 11 Socialism	12 Hours
Block -5	Some Contemporary Issues in Economic Sociology Unit 12 Development Unit 13 Globalisation	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness, American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507. Swedberg,R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.	

Course Code: BASCC402	Core Course – 9 BA- Semester-IV Sociology of Gender	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List major gender theories such as feminist theory, intersectionality, and gender performativity.	
CO2.	Explain how gender roles are socially constructed and maintained through cultural norms and practices.	
CO3.	Apply the concept of intersectionality to analyze the experiences of marginalized gender groups in different socio-economic contexts.	
CO4.	Analyze the ways in which gender inequality manifests in the workplace and propose sociological explanations for these patterns.	
CO5.	Evaluate the effectiveness of current gender equality policies in reducing workplace discrimination and suggest improvements based on sociological research.	
Course Content:		
Block-1:	BLOCK 1 Gender as a Social Construct Unit 1 Gender, Sex, Sexuality Unit 2 Production of Masculinity and Feminity Unit 3 Gender and embodiment	20 Hours
Block -2	BLOCK 2 Gender, Sexuality and Inequality Unit 4 Inter-sectionality: Race, Caste and Ethnicity Unit 5 Family, Sexual Division of Labour and Property Unit 6 Gender and Work Unit 7 Gender and development	20 Hours
Block -3:	BLOCK 3 Gender, Power and Resistance Unit 8 Power, Subordination and Resistance Unit 9 Sexual Violence Unit 10 Women’s Movements 1 Unit 11 Women’ Unit 12 Queer Movements	20 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.” Economic and Political Weekly. 23(18). WS11-WS19. Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 69-78].	



<p>Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).</p> <p>Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].</p> <p>Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).</p>	
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Course Code: BASCC403	Core Course – 10 BA- Semester-IV Social Stratification	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify key theorists and their contributions to the study of social stratification, such as Karl Marx, Max Weber, and Pierre Bourdieu.	
CO2.	Describe how social stratification systems operate in different societies and historical contexts.	
CO3.	Use Weber’s theory of social stratification to analyze current economic inequalities in a specific country.	
CO4.	Examine the relationship between education and social mobility, identifying factors that contribute to educational inequalities.	
CO5.	Evaluate the impact of affirmative action policies on reducing racial and gender disparities in the workplace.	
Course Content:		
Block-1:	BLOCK 1 Introducing Stratification Unit 1 Basic Concepts Unit 2 Bases of Social Stratification	15 Hours
Block -2	BLOCK 2 Theories of Stratification Unit 3 Marxian Theory Unit 4 Weberian Theory Unit 5 Functionalist Theory Unit 6 Interactional and Attributional Theory	15 Hours
Block -3:	BLOCK 3 Identities and Inequalities Unit 7 Caste and Class Unit 8 Race and Ethnicity Unit 9 Gendering Inequality	15 Hours
Block -4:	BLOCK 4 Mobility and Reproduction Unit 10 Concept and Forms of Mobility Unit 11 Factors and Forces of Mobility Unit 12 Cultural and Social Reproduction	15 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22</p> <p>Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56</p> <p>Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22</p>	

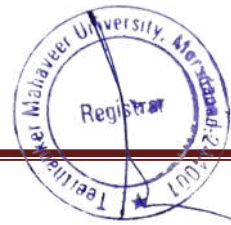


	<p>Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246 258</p> <p>Collins, Patricia Hill. ‘Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ’ Race, Sex & Class, Vol. 1, No. 1 (Fall 1993),pp. 25-45</p> <p>Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246 258</p> <p>Goldthorpe , J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.</p>	
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Course Code: BASCC501	Core Course – 11 BA- Semester-V Sociological Thinkers -I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key sociological thinkers such as Karl Marx, Max Weber, and Emile Durkheim and identify their main theoretical contributions.	
CO2.	Describe Weber's concept of the "Protestant Ethic" and its relation to the development of capitalism.	
CO3.	Use Durkheim's theory of social solidarity to analyze modern social institutions like education and religion.	
CO4.	Compare and contrast Marx's theory of class struggle with Weber's theory of social stratification.	
CO5.	Assess the applicability of Marx's critique of capitalism in the context of today's globalized economy.	
Course Content:		
Block-1:	BLOCK 1 Karl Marx Unit 1 Philosophical Foundations of Karl Marx’s Work Unit 2 Use Value and Exchange Value Unit 3 Social Formation and Capitalist Mode of Production Unit 4 Class and Class Struggle	12 Hours
Block -2	BLOCK 2 Emile Durkheim Unit 5 Philosophical Foundations of Emile Durkheim’s Work Social Fact Unit 6 Individual and the Collective Unit 7 Normal and Pathological	12 Hours
Block -3:	BLOCK 3 Max Weber Unit 8 Philosophical Foundations of Max Weber’s Work Unit 9 Social Action and Ideal Types Unit 10 Power and Authority Unit 11 Religion and Economy	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Wallace and Wolf : Contemporary Sociological Theory Turner Johnthan H. : The Structure of Sociological Theory Abraham Francies : Modern Sociological Theory Loomis & Loomis : Modern Sociological Theory Morton R. K. : Social Theory and Social Structure Unnithah K. N. : Sociology for India Surendra Sharma : Sociology in India Bottomer T. B. : Sociology	

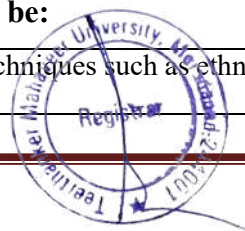


Course Code: BASCC502	Core Course – 12 BA- Semester-V Sociological Research Methods -I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list the main types of research designs, such as surveys, experiments, and observational studies.	
CO2.	Describe the steps involved in conducting a sociological survey, including sampling, questionnaire design, and data collection.	
CO3.	Develop a research proposal that outlines a study's objectives, hypotheses, methodology, and potential significance.	
CO4.	Use software like SPSS to analyze survey data and interpret the findings in relation to sociological theories and concepts.	
CO5.	Assess the validity and reliability of a research study's findings and suggest possible improvements or alternative approaches.	
Course Content:		
Block-1:	BLOCK 1 The Logic of Social Research Unit 1 Research in Social Sciences Unit 2 Theory and Research Unit 3 Issues of Objectivity in the Social Sciences Unit 4 Reflexivity	12 Hours
Block -2	BLOCK 2 Methodological Perspectives Unit 5 Historical Method Unit 6 Comparative Method Unit 7 Ethnographic Unit 8 Feminist Perspective	12 Hours
Block -3:	BLOCK 3 Modes of Enquiry Unit 9 Quantitative Unit 10 Qualitative, Unit 11 ICT in Social Research	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Ackoff, Russel., The Designing of Social Research, University of Chicago press, Chicago, 1961.</p> <p>Blaikie, Norman, Designing Social Research, Polity Press, Cambridge, 2000.</p> <p>Black, J.A. and D.j. Champion, Methods and Issues in Social Research, John Wiley & Sons.</p> <p>Bleicher M. 1988. The Hermeneutic Imagination, Routeledge and Kegan Paul, London:</p> <p>Bryman, Alan. 1988. Quality and Quantity in Social Research, Unwin Hyman, London.</p>	



Course Code: BASCC601	Core Course – 13 BA- Semester-VI Sociological Thinkers -II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List the main works and theories of sociologists such as Max Weber, Emile Durkheim, and Karl Marx.	
CO2.	Summarize Max Weber's theory of bureaucracy and Durkheim's concept of social facts.	
CO3.	Use Durkheim's theory of anomie to analyze the rise in social isolation in modern urban societies.	
CO4.	Compare and contrast Marx's and Weber's views on the role of religion in society.	
CO5.	Assess the applicability of Weber's theory of rationalization in understanding current trends in corporate management practices.	
Course Content:		
Block-1:	BLOCK 1 Function, System and Structure Unit 1 Radcliffe Brown: Structural Functionalism Unit 2 Talcott Parson: Social Action Unit 3 Levi-Strauss: Structure as a Model	12 Hours
Block -2	BLOCK 2 Self and Social Reality Unit 4 Mead: Interactional Self Unit 5 Erving Goffman: Presentation of Self Unit 6 Luckmann and Berger: Social Construction of Reality	12 Hours
Block -3:	BLOCK 3 Critical Thinkers of Mass Culture Unit 7 Mass culture and its critiques Unit 8 Theodore W.Adorno: Culture Industry Unit 9 Herbert Marcuse: One Dimensional One	12 Hours
Block -4:	BLOCK 4 Power, Discourse and Reproduction Unit 10 Pierre Bourdieu: Habitus and Embodiement Unit 11 Michael Foucault: Power and Knowledge	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Aron Raymond (1982) Main currents in Sociological Thought, Harmondsworth, Middlesex, Penguin books. Arvindkumar (2002) Modern Sociological Theory Sarup & Sons Publication, New Delhi. Cosser Lewis A. Masters of Sociological Thought, Harcourt Brace Jovanovich, New York. Turner Jonathan The Structure of Sociological Theory, Rawat Publication, Jaipur.	

Course Code: BASCC602	Core Course – 14 BA- Semester-VI Sociological Research Methods -II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List different qualitative and quantitative research techniques such as ethnography, case studies, surveys, and experiments.	

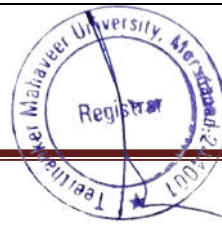


CO2.	Describe the steps involved in conducting a longitudinal study and the rationale behind using this method.
CO3.	Develop a research proposal that includes a clear research question, hypothesis, and a detailed methodology using a mixed-methods approach.
CO4.	Analyze survey data to identify patterns and relationships between social variables such as education level and income.
CO5.	Assess the validity and reliability of data obtained from a participant observation study and discuss potential biases.
Course Content:	
Block-1:	BLOCK 1 Doing Social Research Unit 1 Research Design Unit 2 Doing Fieldwork Unit 3 Ethics of Social Research 12 Hours
Block -2	BLOCK 2 Methods of Data Collection Unit 4 Sampling Unit 5 Census and Survey Unit 6 Observation Unit 7 Questionnaire, Schedule and Interview Unit 8 Case Study and Life History Unit 9 Ethnographic Method 12 Hours
Block -3:	BLOCK 3 Statistical Methods Unit 10 Graphical and Diagrammatic Presentation of Data 40 Unit 11 Measures of Central Tendency Unit 12 Measures of Dispersion 12 Hours
Block -4:	BLOCK 4 Developing a Research Project Unit 13 Identifying a Research Problem Unit 14 Preparing a Research Proposal 12 Hours
Textbooks	SLM (Self Learning Material)
Reference Books	Ahuja, Ram. (2001), Research Methods, New Delhi: Rawat Publications Bose, Pradip Kumar. (1995) Research Methods, New Delhi: Indian Council of Social Science Research Bryman, Alan. (1988). Quality and Quantity in Social Research. London: Unwin Hyman Kothari, C.R. (1989). Research Methodology: Methods and Techniques, Bangalore, Wiley Easter. Young, P.V. (1989). Scientific Social Surveys and Research. New Delhi: Prentice Hall.

Generic Electives Courses

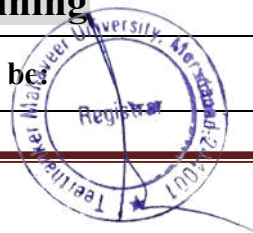
Course Code: BAGE101	Generic Elective Course – 1 BA- Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to	

	support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	12 Hours
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	



Course Code: BAGE201	Generic Elective Course – 2 BA- Semester-I Gender and Society	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit:1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. • Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. • Amy S. Wharton. (2005). The Sociology of Gender: An introduction to theory andPractice. USA: Blackwell. 	

Course Code: BAGE301	Generic Elective Course – 3 BA- Semester-I Enterprise Resource Planning	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	



CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.
CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.
CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.
CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.
CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost-efficiency, and overall business performance, and recommending improvements.
Course Content:	
Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering
Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits
Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users
Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System
Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain
Textbooks	SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi • Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 • Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. • Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San • Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” • Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, • Wiley, 2001.Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, APH Publishing Corporation, New Delhi, 2004.

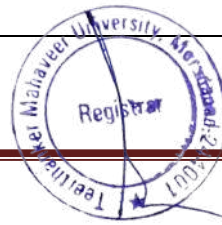


Course Code: BAGE401	Generic Elective Course – 4 BA- Semester-I Sustainable Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	Concept of Sustainable Development Unit-1 Meaning, Nature and Scope of Sustainable Development Unit-2 Major Components of Sustainable Development Unit-3 Approaches to Sustainable Development Unit-4 Goals of Sustainable Development	12 Hours
Block -2	Development, Sustainability and Climate Change Unit-5 Concept of Global Commons and Climate Change Unit-6 International Conventions on Sustainable Development Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities	12 Hours
Block -3:	Health, Education and Food Security Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security Unit-8 Relationship between Sustainable Development and Food Security Unit-10 Role of Education in Sustainable Development	12 Hours
Block -4:	Sustainable Development: A Way Forward Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	12 Hours
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23- 	

	<p>34.</p> <ul style="list-style-type: none"> • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	
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Ability Enhancement Courses

Course Code: BAAE101	Ability Enhancement Course – 1 BA- Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	8 Hours
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	



Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building	8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading	8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems	8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations	8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	



Course Code: BAAE301	Ability Enhancement Course – 3 BA- Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	
CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.	
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.	
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.	
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.	
Course Content:		
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem	8 Hours
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity	8 Hours
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change	8 Hours
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth	8 Hours
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press 	



Course Code: BAAE401	Ability Enhancement Course – 4 BA- Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	
CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd • Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. • Mathur U.C., Corporate Governance & Business Ethics 	



	<p>New McMillan.</p> <ul style="list-style-type: none"> • Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. • Hartman Laura P & Abha Chatterjee, Business Ethics, New McGraw Hill. • R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	
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Skill Enhancement Courses

Course Code: BASE101	Skill Enhancement Course – I BA- Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Distance resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours



Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> Fundamental Computer Concepts, William S. Davis. Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
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Course Outcomes:	On completion of the course, the students will be:
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CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.

Course Content:

Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	8 Hours
Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	8 Hours
Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	8 Hours
Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	8 Hours
Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. 	



	<ul style="list-style-type: none"> • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	
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Course Code: BASE301	Skill Enhancement Course – 3 BA- Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.	
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.	
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.	
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.	
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.	
Course Content:		
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases	8 Hours
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs	8 Hours
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion	8 Hours
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies	8 Hours
Block -5	Unit: 13 Writing Unit: 14 Business Correspondence	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. Shirley Taylor, omunication for Business, Pearson Education. Distance li 	



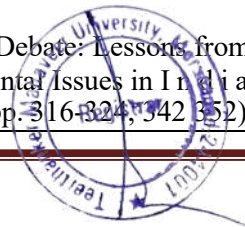
Discipline Specific Courses

Course Code: BASDSE501	Discipline Specific Course – 1 BA- Semester-V Urban Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List and define key concepts such as "urbanization," "gentrification," "urban sprawl," and "social stratification.	
CO2.	Explain the social and economic factors that contribute to the growth of cities and the formation of urban neighborhoods.	
CO3.	Use the Chicago School's concentric zone model to analyze the spatial distribution of different social groups in a contemporary city.	
CO4.	Analyze the impact of urban renewal projects on local communities, considering factors such as displacement and economic change.	
CO5.	Critically evaluate the effectiveness of a city's public transportation system in promoting social equity and reducing environmental impact.	
Course Content:		
Block-1:	BLOCK 1 Introducing Urban Sociology Unit 1 Urban Sociology: Nature and Scope Unit 2 Urbanization and Urbanism Unit 3 City	12 Hours
Block -2	BLOCK 2 Perspectives in Urban Sociology Unit 4 Ecological- Spatial Unit 5 Political Economy Unit 6 Network Unit 7 Cultural	12 Hours
Block -3:	BLOCK 3 Migration, Occupation and Settlements Unit 8 Migration Unit 9 Occupation Unit 10 Slum Unit 11 Neighborhood and Gated Communities	12 Hours
Block -4:	BLOCK 4 Cultural Politics of Urban Space Unit 12 Consumer, Culture and Leisure Unit 13 Caste, Class, Ethnicity and Gender	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Eck, Diana, 1983. Banaras: City of light, London: Routledge and Kegan Paul.</p> <p>Kumar, Nita, 1988. The Artisans of Banaras: Popular Culture and Identity, 1880-1986, Princeton: Princeton University Press.</p> <p>Ringer, Fritz. 1994. "Max Weber on the origins and character of the Western city", Critical Quarterly, Volume 36, Issue 4, pp. 12-18</p> <p>Sassen, Saskia. 1991. The Global City: New York, London, Tokyo. Princeton University Press.</p> <p>Southall, Aidan. 1998. The City in Time and Space, Cambridge: Cambridge University Press.</p> <p>Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246</p> <p>Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No. 18, Pp. 44-55</p>	



	Castells, Manuel, 1983, “Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco”. In City and the Grassroots, Pp. 138-170	
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Course Code: BASDSE502	Discipline Specific Course – 2 BA- Semester-V Environment Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list major environmental sociological theories such as ecological modernization and treadmill of production.	
CO2.	Explain how social factors contribute to environmental degradation and climate change.	
CO3.	Apply the concept of environmental justice to analyze the distribution of environmental benefits and burdens across different communities.	
CO4.	Analyze the role of socio-economic status in shaping individuals' and communities' environmental impacts and vulnerabilities.	
CO5.	Evaluate the effectiveness of community-based environmental initiatives and their impacts on social equity and sustainability.	
Course Content:		
Block-1:	Envisioning Environmental Sociology Environmental Sociology: Nature and Scope Realist- Constructionist Debate Key Concepts	12 Hours
Block -2	Approaches Social Ecology Treadmill of Production Ecological Modernization Risk Ecofeminism and Feminist Environmentalism Political Ecology	12 Hours
Block -3:	Environmental Issues and Concern Anthropocene and climate change Pollution Environmental Policy in India	12 Hours
Block -4:	Environmental Movements in India Forest Based Movement – Chipko Water Based Movement – Narmada Land Based Movements – Anti-mining and Seed	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).</p> <p>Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organization & Environment, 17(3), 317-322.</p> <p>Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India’s Narmada Valley Dams. Restructuring World Politics: Transnational Social Movements, Networks, and Norms (Vol. 14). U of Minnesota Press. (pp.206-30).</p> <p>Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India : A Reader. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).</p>	



Course Code: BASDSE503	Discipline Specific Course – 3 BA- Semester-V Tribal Culture of India	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List the names and locations of tribes such as the Gonds, Bhils, Santhals, and Todas.	
CO2.	Describe the traditional festivals, dances, and rituals of the Santhal tribe.	
CO3.	Illustrate how tribal art forms have influenced modern Indian art and design.	
CO4.	Examine how government land policies have affected the traditional agricultural practices of the Gond tribe.	
CO5.	Assess the success and shortcomings of the Tribal Sub-Plan (TSP) in addressing educational and health needs of tribal populations.	
Course Content:		
Block-1:	Block I: Anthropology of Indian Tribes Unit I: Concept of Tribe in India Unit 2: Idea of Indigenous Communities Unit 3: Characteristics and Geographical Distribution of Tribes Unit 3: Anthropology and Tribes of India Unit 4: Tribal Organisation	12 Hours
Block -2	Block II Social and Cultural Changes among the Tribes Unit 1 Tribe-Caste Continuum in India Unit 2 Tribal Monographs on Social Change Unit 3 Globalisation among Indian Tribes	12 Hours
Block -3:	Block III Contemporary Challenges Unit 1: Tribal Displacement and Rehabilitation Unit 2: Development of Forest Policy and Tribes Unit 3: Tribal Movements	12 Hours
Block -4:	Block IV: Problems, Development Programme and Constitutional Safeguards Unit I: Problems of Tribes Unit 2: Problems of Tribal Women Unit 3: Constitutional provision and Safeguards	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ol style="list-style-type: none"> 1. Amar Kumar Singh and M. K. Jabbi: Status of tribal in India. 2. Anilkumar Singh: Tribal life in India. 3. Devendra Thakur and D. N. Thakur: The Tribal life and forests. 4. Ghurye G. S.: The Scheduled Tribes. 5. Govt. of India: The Tribal People of India. 6. Govt. of India: Adivasis. 7. Jodavarsingh Jadav: Gujarat nil ok sanskrutic virasat 8. Karve Irawati: Kinship Organization in India. 9. Kapadia K. M.: Marriage and Family in India. 10. L. P. Vidyarthi and Binay Rai: The Tribal Culture of India. 11. Majumdar and Madan: An introduction to Social Anthropology. 12. Maghan Kharod (Ed.): Gujarat na Lok Nurutya 13. P. G. Shah: Gujarat na Dubra 14. Umesh Bavisha (Ed.): Gujarat ni Adiwasi Sanskruti 	



Course Code: BASDSE601	Discipline Specific Course – 4 BA- Semester-VI Indian Sociological Traditions	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key contributors such as G.S. Ghurye, M.N. Srinivas, and A.R. Desai, and summarize their major works.	
CO2.	Describe the impact of colonialism, the caste system, and the independence movement on Indian sociological theories.	
CO3.	Use M.N. Srinivas's concept of "Sanskritization" to analyze current social mobility trends in India.	
CO4.	Compare and contrast the approaches of Indian sociologists to the study of caste with Western theories of social stratification.	
CO5.	Assess the relevance and applicability of A.R. Desai's Marxist perspective on contemporary economic inequalities in India.	
Course Content:		
Block-1:	BLOCK 1 History and Development of Indian Sociological Traditions Unit 1 Major Influences on Indian Sociological Traditions Unit 2 Major Schools of Indian Sociological Traditions	12 Hours
Block -2	Sociologists in India-1 Radhakamal Mukerjee G S Ghurye D P Mukerji N K Bose Verrier Elwin	12 Hours
Block -3:	Sociologists in India-2 Irawati Karve A R Desai M N Srinivas Ramkrishna Mukherjee Leela Dube	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255</p> <p>Das.Veena,. 2006. Oxford Handbook of Indian sociology, OUP: New Delhi, Pp 1-18</p> <p>Dube, Leela 1967, Caste, Class and Power, Eastern Anthropologist, Lucknow 20(2) 215-225</p> <p>Dube, Leela 2001, Anthropological Explorations in Gender: Intersecting Fields, New Delhi: Sage Chp 3,5 & 6</p> <p>Upadhya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black</p> <p>Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pp. 177-225, 261-276</p>	



Course Code: BASDSE602	Discipline Specific Course – 5 BA- Semester-VI Reading Ethnographies	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify the main components of an ethnographic study, such as participant observation, field notes, and narrative analysis.	
CO2.	Describe the process of conducting participant observation and the role of the ethnographer in the field.	
CO3.	Break down an ethnographic text to identify its key themes, the context of the study, and the relationships between observed phenomena.	
CO4.	Design and conduct a mini-ethnographic study on a chosen community or social group, utilizing techniques like interviews and participant observation.	
CO5.	Assess the validity and reliability of ethnographic findings in selected case studies, considering factors such as researcher bias, depth of immersion, and ethical considerations.	
Course Content:		
Block-1:	Block 1 Themes in Ethnographies Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Understanding Ethnography Colonial Ethnography Classical Ethnography Indian Ethnography Global Ethnography	12 Hours
Block -2	Block 2 Ethnographic Cases Unit 6 Argonauts of the Western Pacific - B. Malinowski 42 Coming of Age in Samoa- M.Mead Unit 7 Unit 8 Unit 9 Unit 10 Unit 11 Religion and Society among the Coorgs- M. N. Srinivas Mukkuvar Women: Gender, Hegemony, and Capitalist Transformation in a South Indian Fishing Community– Kalpana Ram Stratagems and Spoils: Social Anthropology of Politics- F. G. Bailey Street Corner Society- W.F. Whyte	12 Hours
Block -3:	Block 3 Ethnographic Practices and Styles Unit 12 Unit 13 Unit 14 Unit 15 Unit 16 Debates on Doing Ethnography Scientific Ethnography Feminist Critique to Ethnography Interpretative Ethnography Ethics and Ethnography	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>‘How to Read Ethnography’ by Paloma Gay Blasco and Huon Wardle, London: Routledge, 2007.</p> <p>Clifford, James and George Marcus. 1986. Writing Culture: The Poetics and Politics of Ethnography. London: University of California Press.</p> <p>Kumar, Nita. 1992. Friends, Brothers and Informants: Fieldwork memoirs of Banaras. Berkeley: University of California Press.</p> <p>Levi-Strauss, Claude. 1973. Tristes Tropiques. London: Penguin.</p> <p>Rabinow, Paul. 1977 [2007]. Reflections on Fieldwork in Morocco. Berkeley: University of California Press.</p>	



Course Code: BASDSE603	Discipline Specific Course – 6 BA- Semester-VI Visual Anthropology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list major visual anthropology methodologies and notable anthropologists who contributed to the field.	
CO2.	Describe the role of photography and film in documenting and interpreting cultural practices.	
CO3.	Create a short ethnographic film or photo essay that captures a specific cultural practice or event.	
CO4.	Analyze a documentary film to identify how it represents cultural identities and power dynamics.	
CO5.	Evaluate the ethical considerations involved in the representation of marginalized communities in visual media, proposing guidelines for responsible practice.	
Course Content:		
Block-1:	BLOCK I: INTRODUCTION TO VISUAL ANTHROPOLOGY Unit 1: What is visual anthropology? Unit 2: History of visual anthropology Unit 3: Situating visual anthropology	12 Hours
Block -2	BLOCK II: THEORY AND REPRESENTATION Unit 4: Anthropology and images: A theoretical analysis Unit 5: Representation: Politics and Aesthetics Unit 6: Visual anthropology and its applications Unit 7: Anthropology of Arts and Aesthetics	12 Hours
Block -3:	BLOCK III: ETHNOGRAPHIC PHOTOGRAPHY AND FILMS Unit 8: Essentials of Ethnographic Photography Unit 9: Ethnographic Photography Unit 10: Ethnographic Film Unit 11: Deciphering of an ethnographic film: Case Study	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Barbash, I. and L. Taylor, 1994, Cross-cultural filmmaking: a handbook for making documentary and ethnographic films and videos, University of California Press, Berkeley. Chio, J., 2023, Visual anthropology, in The Open Encyclopedia of Anthropology, edited by Felix Stein. 1st edition. Durrington, M. (2013). Ethnographic film, in Anthropology: Oxford bibliographies Distance (ed.J.L. Jackson Jr.)	



5.3. Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Distance and Distance Education
Programme	BA Sociology
Duration	Three Years (Distance Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	10+2 in any stream from UGC recognized University

5.4. Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

5.5. Instructional delivery mechanisms

The Directorate of Distance Education of TMU comprises of faculty members and staff who are well versed in Distance Education and Distance delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Distance lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.6. Identification of media—print, audio or video, Distance, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.7. Student Support Services

The Student Support services will be facilitated by the Directorate of Distance Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Distance education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are notable to attend the regular classroom teaching. Academic programmes offered for such candidates under Distance Learning mode will be conducted by Directorate of Distance Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Distance mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Directorate of Distance Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Distance application form available on DOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 system of education in any stream from recognized board

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Distance and Distance Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Distance and Distance Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA Sociology programme is INR 5,400 per annum



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Distance mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Distance Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Distance Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Distance Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Distance mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

6.3. Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

Directorate of Distance Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA Sociology programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Distance mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

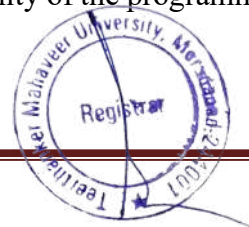
8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. Graduates of a Bachelor of Arts in Sociology program in India gain a deep understanding of social structures, cultural dynamics, and human behavior. They develop critical thinking, research, and analytical skills, preparing them for careers in social services, research institutes, NGOs, education, and various public and private sector roles.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Distance and Distance Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.



Program Project Report (PPR)
of
Bachelor of Arts (Sociology)



Centre of Distance and Online Education

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh

244001

Website: www.tmu.ac.in



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1. Introduction:

Welcome to the Bachelor of Arts in Sociology program at the Centre of Distance and Online Education (CDOE), Teerthanker Mahaveer University. This program is specifically designed to cater to the educational aspirations of individuals from rural backgrounds and those belonging to the service class. Understanding the unique challenges and opportunities faced by these communities, our program offers a flexible and accessible learning environment that empowers students to pursue higher education without compromising their personal or professional commitments.

Sociology, as a field of study, provides profound insights into the complexities of human societies, their structures, and the intricate social relationships that shape our world. By examining societal dynamics, cultural norms, and social institutions, students gain a comprehensive understanding of how societies function and evolve. This knowledge is particularly valuable for individuals from rural areas and the service class, as it equips them with the tools to critically analyze and address the specific social issues affecting their communities.

Our Online and Online education model ensure that students can access high-quality academic resources and support services from the comfort of their homes, making higher education more attainable. Whether you are a working professional, a homemaker, or someone with other commitments, our program offers the flexibility needed to balance your studies with your everyday responsibilities.

At Teerthanker Mahaveer University, we are committed to fostering an inclusive and supportive learning environment. Our experienced faculty, comprehensive curriculum, and interactive Online platform work together to provide a rich educational experience that prepares students for both personal growth and professional success. Join us in exploring the fascinating world of sociology and take the first step towards making a meaningful impact in your community and beyond. The curriculum is designed to give students an in-depth knowledge of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises and industry.

We lay emphasis on the following courses *balanced with core and elective courses*: The curriculum of Online BA (Sociology) program emphasizes an intensive, flexible arts education with 132 credits. The programme structure and credits for Online BA (Sociology) are finalized based on the stakeholders' needs and the general structure of the programme.

The Online Bachelor of Arts (BA Sociology) Programme is a three-year Programme. With inclusion of various specializations, the Programme aims at developing focused managers with a strong understanding of their area of specialization, even as the core subjects equip the students with fundamental social theories and concepts along with less tangible, but equally important soft skills. The Programme is designed to inculcate confidence, improve knowledge, and act as a catalyst in the search for success and growth.

1.1. Programme Mission and Objective:



The Online BA (Sociology) is imparting professional education and training in various aspects of business and its environment and provide them with opportunities to develop analytical skills to meet the challenges of society at the national and global level. The course aims at equipping the students with the requisite knowledge, skills & domain expertise envisaged by the society.

- The basic objective of the Online BA Sociology program is to provide advanced and practical knowledge of society for making participants more competent to occupy key operational positions.
- To impart the latest and relevant knowledge of sociology.
- To develop the right kind of values and attitudes to function effectively in the competitive environment.

2. Relevance of Programme with Teerthanker Mahaveer University, Moradabad - Mission and Goals:

To align with the mission and goals of Teerthanker Mahaveer University, Moradabad, the Online BA Sociology Programme is planned to incorporate therein all relevant subjects of wide-spectrum application in real time work environment, this course offers the students great career opportunities in the respective field.

Vision:

To be recognized as a premier institution of excellence providing high quality of education, research, and consultancy services to the society

Mission:

Our endeavor is to impart knowledge and develop critical skills necessary to succeed both in professional and personal life by promoting learning supported by world-class faculty, infrastructure, technology, curricula and collaborative teaching and research in commerce stream with premier institutions in India and abroad.

3. Nature of Prospective Target Group of Learners:

The programme is specially designed to cater to the need of students who are not able to study through regular mode. Working professionals, housewives, students from rural areas, students who do not wish to prefer regular courses due to various reasons and students who cannot afford costly regular courses are the target group learners.

4. Appropriateness of programme to be conducted in Online mode to acquire specific skills and competence:

The courses in the programme are delivered through Self-Learning e-Module which is a modular unit of e-learning material which is inter-alia self-explanatory, self-contained, self-directed at the



learner, and amenable to self-evaluation, and enables the learner to acquire the prescribed level of learning in a course of study and includes contents in the form of a combination of the following e-Learning content, and made available through four-quadrant approach namely,

(a) e-Tutorial - faculty led Audio - Video Lectures, (b) e-Content (combination of PDF/ epub) Text Materials, (c) Discussion forum for raising of doubts and clarifying the same on real time basis by the Course Coordinators/Course Mentors assigned to students (d) Self-Assessment Quiz, Test and Assignments to reinforce learning. Reference books are also mentioned in the syllabus. Latest Edition of Reference books may be referred to.

A robust Learning Management System that keeps track of delivery of e-Learning Programmes, learner’s engagement, assessment, results and reporting in one centralized location, is in place. All the above can be done/delivered by Online and other platforms without much loss of fidelity. Hence the BA Sociology programme is suited for Online mode of learning.

5. Instructional Design:

5.1. Curriculum Design:

The curriculum has been designed by experts in sociology and care has been taken to include contemporary topics, as well as topics that also inculcate environmental awareness in students. The curriculum and syllabus are approved by the Board of Studies, Centre for Internal Quality Assurance (CIQA) and University Academic Council which consists of experts from Academia and Industry.

5.2. Programme structure and detailed syllabus:

Bachelor of Arts in Sociology										
Semester -1										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-1	BASCC101	Introduction to Sociology -1	6	0	0	6	30	70	100
2	CC-2	BASCC102	Sociology of India -1	6	0	0	6	30	70	100
3	GEC-1	BAGE101	Guidance and Counseling	6	0	0	6	30	70	100
4	AECC-1	BAAE101	Communication Skills -I	4	0	0	4	30	70	100
5	SEC-1	BASE101	Basic Computer Skills	3	0	2	4	30	70	100
Total				25	0	2	26	150	350	500
Semester -II										
S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-3	BASCC201	Introduction of Sociology - II	6	0	0	6	30	70	100
2	CC-4	BASCC202	Sociology of India - II	6	0	0	6	30	70	100

4	GEC-2	BAGE201	Gender and Society	6	0	0	6	30	70	100
5	AECC-2	BAAE201	Communication Skills -II	3	0	2	4	30	70	100
6	SEC-2	BASE201	Business Communication and Soft skills	4	0	0	4	30	70	100
Total				25	0	2	26	150	350	500

Semester -III

S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-5	BASCC301	Political Sociology	6	0	0	6	30	70	100
2	CC-6	BASCC302	Sociology of Education	6	0	0	6	30	70	100
3	CC-7	BASCC303	Sociology of Kinship	6	0	0	6	30	70	100
4	AECC-3	BAAE301	Environmental Science	4	0	0	4	30	70	100
5	SEC-3	BASE301	Communications For Leaders	4	0	0	4	30	70	100
6	GEC-3	BAGE301	Enterprise Resource Planning	6	0	0	6	30	70	100
Total				32	0	0	32	180	420	600

Semester -IV

S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-8	BASCC401	Economic Sociology	6	0	0	6	30	70	100
2	CC-9	BASCC402	Sociology of Gender	6	0	0	6	30	70	100
3	CC-10	BASCC403	Social Stratification	6	0	0	6			
4	AECC-4	BAAE401	Human Values & Professional Ethics	4	0	0	4	30	70	100
5	GEC-4	BAGE401	Sustainable Development	6	0	0	6	30	70	100
Total				28	0	0	28	150	350	500

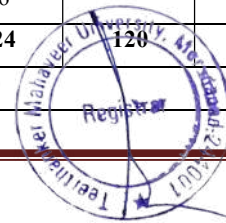
Semester -V

S. No	Category	Course Code	Course Name	L	T	P	Credits	Internal	External	Total
1	CC-11	BASCC501	Sociological Thinkers - I	6	0	0	6	30	70	100
2	CC-12	BASCC502	Sociological Research Methods -I	6	0	0	6	30	70	100

Select any two from below

3	DSEC-1	BASDSE501	Urban Sociology	6	0	0	6	30	70	100
4	DSEC-2	BASDSE502	Environmental Sociology	6	0	0	6	30	70	100
5	DSEC-3	BASDSE503	Tribal Cultures of India	6	0	0	6			
Total				24	0	0	24	120	280	400

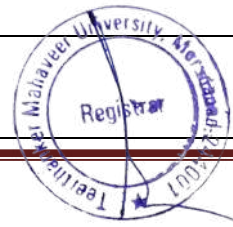
Semester -VI



Note- A student who successfully qualifies four MOOCs on SWAYAM/NPTEL of equal credits shall be exempted from the

Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Bottmore, T. B. 2008. Sociology — A Guide to Problems and Literature. Delhi, India: S. Chand. • Davis, Kingsley. 1937. Human Society. New York, USA: Macmillan. • Horton, Paul. B, Chester, L. Hunt, 1968. Sociology. New York, USA: McGraw-Hill. • Hadden W. Richard. 1997. Sociological Theory — An Introduction to the Classical Tradition. Canada, USA: Board View Press. 	

Course Code: BASCC102	Core Course – 2 BA- Semester-I Sociology of India- I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, historical events, and significant sociologists relevant to the study of Indian society.	
CO2.	Understanding: Explain the fundamental social structures and institutions in India, such as caste, family, religion, and village communities.	
CO3.	Applying: Apply sociological theories to analyze contemporary social issues in India, such as urbanization, migration, and social stratification.	
CO4.	Analyzing: Critically examine the interactions between traditional and modern elements in Indian society, evaluating how these dynamics influence social change.	
CO5.	Evaluating: Assess various sociological perspectives and research findings on Indian society, critically evaluating their contributions to understanding India's complex social fabric.	
Course Content:		
Block-1:	India : An Object of Knowledge; The Colonial Discourse; The Nationalist Discourse; The Subaltern Critique	12 Hours
Block -2	Indian Society: Concepts and Institutions Caste : Concept and Critique Varna and Jati Jajmani System Dominant Caste Caste Mobility: Sanskritisation	12 Hours
Block -3:	Social Groups in India: Rural, Urban and Tribal Agrarian Classes City and Urban Life Industry and Labour Tribe: Profile and Location	12 Hours
Block -4:	Social Groups in India: Rural, Urban and Tribal Tribes: Culture, Economy and Polity Village: Structure and Change Village Solidarity Kinship: Principle and Pattern	12 Hours
Block -5	Religion: Tradition and Modernity Religion and Society Religion as an Institution	12 Hours



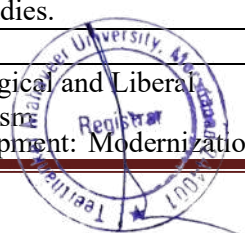
	Relation between Magic, Science and Religion Religion and Globalisation / Social Conflict	
Textbooks	<ul style="list-style-type: none"> • SLM (Self Study Material) 	
Reference Books	<ul style="list-style-type: none"> • Bhattacharyya, Sabyasachi. 2016. The Colonial State Theory and Practice. New Delhi: Primus Books. • Desai, A. R. 1948. Social Background of Indian Nationalism. Bombay: Popular Prakashan. • Mehra, Arun. 2004, History of Modern India. Jaipur: ABD Publishers. • Patel, Sujata. (ed.) 2014 Doing Sociology in India. New Delhi: Oxford University Press. • Said, Edward. 1978. Orientalism Western Conceptions of the Orient. New York: Pantheone Book. • Seal, Anil. 1982. The Decline, Revival and Fall of the British Empire. Cambridge University Press. • Uberoi, Sundar, Deshpande. (ed.) 2010. Anthropology in the East. Ranikhet: Permanent Black. 	

Course Code: BASCC201	Core Course – 3 BA- Semester-II Introduction to Sociology- II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding: Explain the concept of social structure and its significance in shaping individual behavior and societal organization.	
CO2.	Analyzing: Explain the evolution of human societies from primitive to agrarian and industrial stages and analyze the impact of these transitions on social structures and institutions.	
CO3.	Evaluating: Explain the dynamic relationship between individuals and society, examining how societal norms, values, and institutions influence individual behavior and vice versa.	
CO4.	Analyzing: Explain the role of culture in shaping individual personality and behavior and analyze the processes of socialization and social control in maintaining social order.	
CO5.	Applying Explain the associative social processes such as cooperation, assimilation, and accommodation, as well as the dissociative social processes like conflict and competition, and their impact on societal dynamics.	
Course Content:		
Block-1:	INTRODUCTION: UNIT 1 SOCIAL STRUCTURE UNIT 2 TYPES OF SOCIETY: PRIMITIVE, AGRARIAN AND INDUSTRIAL UNIT 3 EVOLUTION OF HUMAN SOCIETY AND RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY UNIT 4 CULTURE AND PERSONALITY	12 Hours
Block -2	SOCIALIZATION AND SOCIAL CONTROL UNIT 1 MEANING, DEFINITION, TYPES AND STAGES OF SOCIALIZATION PROCESS UNIT 2 AGENCIES OF SOCIALIZATION	12 Hours
Block -3:	SOCIALIZATION AND SOCIAL CONTROL UNIT 3 THEORIES OF SOCIALIZATION	12 Hours



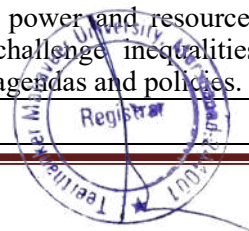
	UNIT 4 MEANING, DEFINITION, AND IMPORTANCE OF SOCIAL CONTROL UNIT 5 TYPES AND AGENCIES OF SOCIAL CONTROL	
Block -4:	SOCIAL PROCESSES UNIT 1 MEANING, DEFINITION AND TYPES OF SOCIAL PROCESSES UNIT 2 ASSOCIATIVE SOCIAL PROCESSES: COOPERATION, ASSIMILATION AND ACCOMMODATION	12 Hours
Block -5	SOCIAL PROCESSES UNIT 3 DISSOCIATIVE SOCIAL PROCESSES: CONFLICT AND COMPETITION	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Firth, R. (1956). Elements of social Organisation. Watts and Company: London. • Leach, E. (1968). Social Structure. In David I. Sills (ed.) International Encyclopedia of Social Sciences. Macmillan Company and the Free Press: New York. • Levi-Strauss, C. (1953). Social Structure. In A.L. Kroeber. (ed.) Anthropology Today: An Encyclopedic Inventory, pp. 524-553. The University of Chicago Press: Chicago and London. 	

Course Code: BASCC202	Core Course – 4 BA- Semester-II Sociology of India- II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Students will be able to recall and describe the key concepts and theories related to development studies, including ecological, liberal, Marxist, and modernization theories.	
CO2.	Understanding: Students will demonstrate understanding of the different perspectives on development, such as the capitalist, socialist, and mixed economy models, as well as the roles of state, market, and non-governmental organizations in development processes.	
CO3.	Application (Applying): Students will apply theoretical frameworks to analyze real-world socio-economic disparities, gender issues, and cultural dynamics in the context of development, both globally and within the Indian context.	
CO4.	Analysis (Analyzing): Students will analyze the socio-cultural repercussions of globalization, the social implications of the information technology revolution, and the social consequences of economic reforms, utilizing critical perspectives and theoretical lenses.	
CO5.	Evaluation (Evaluating): Students will evaluate the effectiveness of different development strategies and policies in addressing socio-economic disparities, gender inequality, cultural barriers, and ethnic tensions, drawing on empirical evidence and case studies.	
Course Content:		
Block-1:	Unit 1: Critical Perspectives on Development: Ecological and Liberal Unit 2: Critical Perspectives on Development: Marxism Unit 3: Theories of Development and Underdevelopment: Modernization	12 Hours



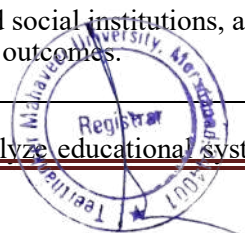
	Theories	
Block -2	Unit 4: Theories of Development and Underdevelopment: Center-Periphery, World-Systems, Unequal Exchange Unit 5: Paths of Development: Capitalist, Socialist, Mixed Economy, Gandhian Unit 6: Agencies of Development: State, Market, Non-governmental Organizations	12 Hours
Block -3:	Unit 7: Social Structure and Development: Structure as a Facilitator/Inhibitor Unit 8: Development and Socio-Economic Disparities Unit 9: Gender and Development	12 Hours
Block -4:	Unit 10: Culture and Development: Culture as an Aid to Development Unit 11: Culture as an Impediment to Development Unit 12: Development and Displacement of Tradition Unit 13: Development and Upsurge of Ethnicity	12 Hours
Block -5	Unit 14: Indian Context of Development: Sociological Appraisal of Five-Year Plans Unit 15: Social Consequences of Economic Reforms Unit 16: Socio-Cultural Repercussions of Globalization Unit 17: Social Implications of Info-Tech Revolution	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Indian Society, Structure and Changes — Doshi and Jain. • Indian Society — Ram Ahuja. • Encyclopedia of Sociology — Harikrishna Rawat. 	

Course Code: BASCC301	Core Course – 5 BA- Semester-III Political Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Knowledge (Remembering): Students will demonstrate a comprehensive understanding of the foundational concepts and theories in political sociology, including power, authority, state, citizenship, democracy, and political participation.	
CO2.	Understanding (Understanding): Students will analyze the interplay between social structures, institutions, and political processes, and understand how socio-economic factors, such as class, race, gender, and ethnicity, shape political behavior and outcomes.	
CO3.	Application (Applying): Students will apply sociological theories and methods to analyze contemporary political issues, such as social movements, political parties, globalization, nationalism, political violence, and social change.	
CO4.	Analysis (Analyzing): Students will critically analyze the distribution of power and resources within societies, examining how political systems perpetuate or challenge inequalities and how social movements and collective action influence political agendas and policies.	
CO5.	Evaluation (Evaluating):	



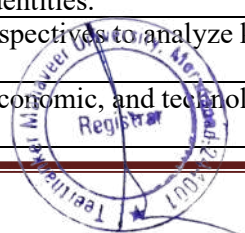
	Students will evaluate the effectiveness of political institutions and processes in promoting social justice, equality, and democracy, considering diverse perspectives and empirical evidence, and propose alternative frameworks for more inclusive and equitable governance structures.	
Course Content:		
Block-1:	MODULE I: INTRODUCTION 1.1 Definition, Nature and Scope of Political Sociology 1.2 Subject matter of Political Sociology 1.3 Relationship between Political system and Society	12 Hours
Block -2	MODULE II: THEORETICAL PERSPECTIVES 2.1 Max Weber: Authority, Party 2.2 Pareto: Circulation of Elites 2.3 C Wright Mills: Power Elites	12 Hours
Block -3:	MODULE III: DYNAMICS OF POWER 3.1 Power and Authority 3.2 Political Socialisation: Meaning, Significance and agencies 3.3 Role of Mass media in Politics	12 Hours
Block -4:	MODULE IV: POLITICAL PROCESS IN INDIA 4.1 Role of Pressure groups and Interest groups in Indian politics	12 Hours
Block -5	MODULE IV: POLITICAL PROCESS IN INDIA 4.2 Role of Caste, Religion and Language in Indian politics 4.3 Regionalism and politics of ethnicity, Politicization of social life	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Bottomore, Tom 1993. Political Sociology. London: • Pluto Press. Janoski, Thomas et. al. eds. 2005. The Handbook of Political Sociology. CUP, Cambridge. Mukhopodhaya, A.K 2006. Political Sociology: • Introductory Analysis, Calcutta: K.PBagchi & Co. Almond, Gabriel and G. B. Powell 2001. • Comparative Politics: A Developmental Approach. New Delhi: Oxford IBH. 	

Course Code: BASCC302	Core Course – 6 BA- Semester-III Sociology of Education	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Knowledge (Remembering): Students will demonstrate recall of key sociological concepts and theories related to education, including socialization, stratification, meritocracy, social capital, cultural reproduction, and the functions of education in society.	
CO2.	Understanding (Understanding): Students will comprehend the complex relationships between education and broader societal structures, such as the economy, politics, culture, and social institutions, and understand how these interactions shape educational experiences and outcomes.	
CO3.	Application (Applying): Students will apply sociological perspectives to analyze educational systems, policies, and	



	practices, examining issues such as educational inequality, access to education, educational reforms, and the impact of globalization on education.	
CO4.	Analysis (Analyzing): Students will critically analyze the role of education in reproducing or challenging social inequalities based on factors such as social class, race, ethnicity, gender, and ability, and evaluate the effectiveness of educational interventions in promoting equity and social justice.	
CO5.	Evaluation (Evaluating): Students will evaluate the strengths and limitations of different educational theories and approaches, assess the impact of educational policies on diverse communities and individuals, and propose evidence-based strategies for creating more inclusive and equitable educational systems.	
Course Content:		
Block-1:	Unit - I: Introduction : Conceptual clarity, Relationship between society, Education and Development.	12 Hours
Block -2	Unit - II : Socialization and Education :Relations between socialization and Education, Agencies of socialization and Education: Family, Peer Groups, School and Meida	12 Hours
Block -3:	Unit - III : Education, Inequalities and Social Justice: Concept of Equality of Educational Opportunity, Education and Disparities: Caste. Class, tribe,gender, rural-urban, Education and social mobility	12 Hours
Block -4:	Unit - IV : Emerging Trends in Education in India: School education: Existing scenario,	12 Hours
Block -5	Higher Education in India, Governance of Higher Education: Institutional programmes, National Educational policy 1986.	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Singh, Y. M. (1992). Sociological Foundations of Education, Sheth Publishers, Bombay • Mathur S.S. A Sociological Approach to Indian Education • Aggarwal J. C. Theory and Principles of Education • Marker N. S. Educational Sociology 	

Course Code: BASCC303	Core Course – 7 BA- Semester-III Sociology of Kinship	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Define and recall key concepts related to kinship, including family, marriage, descent, and residence patterns.	
CO2.	Understanding: Explain the roles, obligations, and relationships within various kinship systems and how these shape individual and group identities.	
CO3.	Applying: Apply major sociological theories and perspectives to analyze kinship structures in different cultural and historical contexts.	
CO4.	Analyzing: Critically evaluate the impact of social, economic, and technological changes on traditional kinship patterns and family structures.	



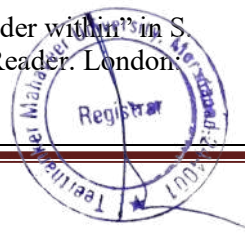
CO5.	Creating: Design and conduct independent research projects using qualitative and ethnographic methods to explore specific aspects of kinship.	
Course Content:		
Block-1:	Sociology of Kinship: Nature and significance of the subject	12 Hours
Block -2	Basic terms and concepts: Lineage, clan, phratry, moiety, kin group, kindred, incest, descent, Inheritance, succession, consanguinity, and affinity.	12 Hours
Block -3:	Approaches to the study of kinship: historical and evolutionary, Structural functional, Cultural, gender perspective	12 Hours
Block -4:	Kinship terminology, Kinship as an organizing principle: descent-patrilineal, matrilineal, double and cognatic descent	12 Hours
Block -5	Kinship as an organizing principle: descent groups, corporate groups and local groups, Changes in Land and Lineage Structure.	12 Hours
Textbooks	<ul style="list-style-type: none"> SELF LEARNING MATERIAL (SLM) 	
Reference Books	<ul style="list-style-type: none"> Dharam Vir, 2006: Kinship, Family and Marriage: Changing Perspectives, New Academic Publishers Uberoi, P. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press. Kapadia, K.M., 1982: Marriage and Family in India, Oxford University Press 	

Course Code: BASCC401	Core Course – 8 BA- Semester-IV Economic Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key sociological theories that explain economic behavior, such as Max Weber's theory of rationalization and Karl Polanyi's concept of embeddedness.	
CO2.	Explain how social institutions, such as family and education, influence economic behavior and outcomes.	
CO3.	Apply the theory of social capital to analyze the economic success of immigrant communities.	
CO4.	Analyze the role of social networks in job market outcomes, identifying how network size and strength influence employment opportunities.	
CO5.	Evaluate the effectiveness of microfinance programs in alleviating poverty by considering both economic data and social impacts on communities.	
Course Content:		
Block-1:	Introduction to Economic Sociology Unit 1 Society, Culture and Economy Unit 2 Formalism and Substantivism Unit 3 New Economic Sociology	12 Hours
Block -2	Forms of Exchange Unit 4 Reciprocity and Gift Unit 5 Exchange and Money	12 Hours
Block -3:	Systems of Production, Circulation and Consumption Unit 6 Hunting and Gathering Unit 7 Pastoralist and Horticulturalist Unit 8 Domestic Mode of Production	12 Hours



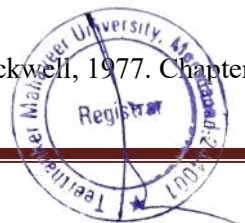
Block -4:	Unit 9 Peasant Economy Unit 10 Capitalism Unit 11 Socialism	12 Hours
Block -5	Some Contemporary Issues in Economic Sociology Unit 12 Development Unit 13 Globalisation	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness, American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507. Swedberg,R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.	

Course Code: BASCC402	Core Course – 9 BA- Semester-IV Sociology of Gender	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List major gender theories such as feminist theory, intersectionality, and gender performativity.	
CO2.	Explain how gender roles are socially constructed and maintained through cultural norms and practices.	
CO3.	Apply the concept of intersectionality to analyze the experiences of marginalized gender groups in different socio-economic contexts.	
CO4.	Analyze the ways in which gender inequality manifests in the workplace and propose sociological explanations for these patterns.	
CO5.	Evaluate the effectiveness of current gender equality policies in reducing workplace discrimination and suggest improvements based on sociological research.	
Course Content:		
Block-1:	BLOCK 1 Gender as a Social Construct Unit 1 Gender, Sex, Sexuality Unit 2 Production of Masculinity and Femininity Unit 3 Gender and embodiment	20 Hours
Block -2	BLOCK 2 Gender, Sexuality and Inequality Unit 4 Inter-sectionality: Race, Caste and Ethnicity Unit 5 Family, Sexual Division of Labour and Property Unit 6 Gender and Work Unit 7 Gender and development	20 Hours
Block -3:	BLOCK 3 Gender, Power and Resistance Unit 8 Power, Subordination and Resistance Unit 9 Sexual Violence Unit 10 Women’s Movements 1 Unit 11 Women’ Unit 12 Queer Movements	20 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.” Economic and Political Weekly. 23(18). WS11-WS19. Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 69-78].	



	<p>Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).</p> <p>Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].</p> <p>Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).</p>	
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Course Code: BASCC403	Core Course – 10 BA- Semester-IV Social Stratification	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify key theorists and their contributions to the study of social stratification, such as Karl Marx, Max Weber, and Pierre Bourdieu.	
CO2.	Describe how social stratification systems operate in different societies and historical contexts.	
CO3.	Use Weber’s theory of social stratification to analyze current economic inequalities in a specific country.	
CO4.	Examine the relationship between education and social mobility, identifying factors that contribute to educational inequalities.	
CO5.	Evaluate the impact of affirmative action policies on reducing racial and gender disparities in the workplace.	
Course Content:		
Block-1:	BLOCK 1 Introducing Stratification Unit 1 Basic Concepts Unit 2 Bases of Social Stratification	15 Hours
Block -2	BLOCK 2 Theories of Stratification Unit 3 Marxian Theory Unit 4 Weberian Theory Unit 5 Functionalist Theory Unit 6 Interactional and Attributional Theory	15 Hours
Block -3:	BLOCK 3 Identities and Inequalities Unit 7 Caste and Class Unit 8 Race and Ethnicity Unit 9 Gendering Inequality	15 Hours
Block -4:	BLOCK 4 Mobility and Reproduction Unit 10 Concept and Forms of Mobility Unit 11 Factors and Forces of Mobility Unit 12 Cultural and Social Reproduction	15 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22</p> <p>Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56</p> <p>Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22</p>	



	<p>Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246 258</p> <p>Collins, Patricia Hill. 'Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993),pp. 25-45</p> <p>Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246 258</p> <p>Goldthorpe , J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.</p>	
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Course Code: BASCC501	Core Course – 11 BA- Semester-V Sociological Thinkers -I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key sociological thinkers such as Karl Marx, Max Weber, and Emile Durkheim and identify their main theoretical contributions.	
CO2.	Describe Weber's concept of the "Protestant Ethic" and its relation to the development of capitalism.	
CO3.	Use Durkheim's theory of social solidarity to analyze modern social institutions like education and religion.	
CO4.	Compare and contrast Marx's theory of class struggle with Weber's theory of social stratification.	
CO5.	Assess the applicability of Marx's critique of capitalism in the context of today's globalized economy.	
Course Content:		
Block-1:	BLOCK 1 Karl Marx Unit 1 Philosophical Foundations of Karl Marx's Work Unit 2 Use Value and Exchange Value Unit 3 Social Formation and Capitalist Mode of Production Unit 4 Class and Class Struggle	12 Hours
Block -2	BLOCK 2 Emile Durkheim Unit 5 Philosophical Foundations of Emile Durkheim's Work Social Fact Unit 6 Individual and the Collective Unit 7 Normal and Pathological	12 Hours
Block -3:	BLOCK 3 Max Weber Unit 8 Philosophical Foundations of Max Weber's Work Unit 9 Social Action and Ideal Types Unit 10 Power and Authority Unit 11 Religion and Economy	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Wallace and Wolf : Contemporary Sociological Theory Turner Johnthan H. : The Structure of Sociological Theory Abraham Francies : Modern Sociological Theory Loomis & Loomis : Modern Sociological Theory Morton R. K. : Social Theory and Social Structure Unnithah K. N. : Sociology for India Surendra Sharma : Sociology in India Bottomer T. B. : Sociology	

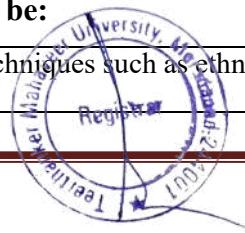


Course Code: BASCC502	Core Course – 12 BA- Semester-V Sociological Research Methods -I	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list the main types of research designs, such as surveys, experiments, and observational studies.	
CO2.	Describe the steps involved in conducting a sociological survey, including sampling, questionnaire design, and data collection.	
CO3.	Develop a research proposal that outlines a study's objectives, hypotheses, methodology, and potential significance.	
CO4.	Use software like SPSS to analyze survey data and interpret the findings in relation to sociological theories and concepts.	
CO5.	Assess the validity and reliability of a research study's findings and suggest possible improvements or alternative approaches.	
Course Content:		
Block-1:	BLOCK 1 The Logic of Social Research Unit 1 Research in Social Sciences Unit 2 Theory and Research Unit 3 Issues of Objectivity in the Social Sciences Unit 4 Reflexivity	12 Hours
Block -2	BLOCK 2 Methodological Perspectives Unit 5 Historical Method Unit 6 Comparative Method Unit 7 Ethnographic Unit 8 Feminist Perspective	12 Hours
Block -3:	BLOCK 3 Modes of Enquiry Unit 9 Quantitative Unit 10 Qualitative, Unit 11 ICT in Social Research	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Ackoff, Russel., The Designing of Social Research, University of Chicago press, Chicago, 1961.</p> <p>Blaikie, Norman, Designing Social Research, Polity Press, Cambridge, 2000.</p> <p>Black, J.A. and D.j. Champion, Methods and Issues in Social Research, John Wiley & Sons.</p> <p>Bleicher M. 1988. The Hermeneutic Imagination, Routeledge and Kegan Paul, London:</p> <p>Bryman, Alan. 1988. Quality and Quantity in Social Research, Unwin Hyman, London.</p>	



Course Code: BASCC601	Core Course – 13 BA- Semester-VI Sociological Thinkers -II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List the main works and theories of sociologists such as Max Weber, Émile Durkheim, and Karl Marx.	
CO2.	Summarize Max Weber's theory of bureaucracy and Durkheim's concept of social facts.	
CO3.	Use Durkheim's theory of anomie to analyze the rise in social isolation in modern urban societies.	
CO4.	Compare and contrast Marx's and Weber's views on the role of religion in society.	
CO5.	Assess the applicability of Weber's theory of rationalization in understanding current trends in corporate management practices.	
Course Content:		
Block-1:	BLOCK 1 Function, System and Structure Unit 1 Radcliffe Brown: Structural Functionalism Unit 2 Talcott Parson: Social Action Unit 3 Levi-Strauss: Structure as a Model	12 Hours
Block -2	BLOCK 2 Self and Social Reality Unit 4 Mead: Interactional Self Unit 5 Erving Goffman: Presentation of Self Unit 6 Luckmann and Berger: Social Construction of Reality	12 Hours
Block -3:	BLOCK 3 Critical Thinkers of Mass Culture Unit 7 Mass culture and its critiques Unit 8 Theodore W.Adorno: Culture Industry Unit 9 Herbert Marcuse: One Dimensional One	12 Hours
Block -4:	BLOCK 4 Power, Discourse and Reproduction Unit 10 Pierre Bourdieu: Habitus and Embodiement Unit 11 Michael Foucault: Power and Knowledge	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Aron Raymond (1982) Main currents in Sociological Thought, Harmondsworth, Middlesex, Penguin books. Arvindkumar (2002) Modern Sociological Theory Sarup & Sons Publication, New Delhi. Cosser Lewis A. Masters of Sociological Thought, Harcourt Brace Jovanovich, New York. Turner Jonathan The Structure of Sociological Theory, Rawat Publication, Jaipur.	

Course Code: BASCC602	Core Course – 14 BA- Semester-VI Sociological Research Methods -II	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List different qualitative and quantitative research techniques such as ethnography, case studies, surveys, and experiments.	



CO2.	Describe the steps involved in conducting a longitudinal study and the rationale behind using this method.
CO3.	Develop a research proposal that includes a clear research question, hypothesis, and a detailed methodology using a mixed-methods approach.
CO4.	Analyze survey data to identify patterns and relationships between social variables such as education level and income.
CO5.	Assess the validity and reliability of data obtained from a participant observation study and discuss potential biases.
Course Content:	
Block-1:	BLOCK 1 Doing Social Research Unit 1 Research Design Unit 2 Doing Fieldwork Unit 3 Ethics of Social Research 12 Hours
Block -2	BLOCK 2 Methods of Data Collection Unit 4 Sampling Unit 5 Census and Survey Unit 6 Observation Unit 7 Questionnaire, Schedule and Interview Unit 8 Case Study and Life History Unit 9 Ethnographic Method 12 Hours
Block -3:	BLOCK 3 Statistical Methods Unit 10 Graphical and Diagrammatic Presentation of Data 40 Unit 11 Measures of Central Tendency Unit 12 Measures of Dispersion 12 Hours
Block -4:	BLOCK 4 Developing a Research Project Unit 13 Identifying a Research Problem Unit 14 Preparing a Research Proposal 12 Hours
Textbooks	SLM (Self Learning Material)
Reference Books	Ahuja, Ram. (2001), Research Methods, New Delhi: Rawat Publications Bose, Pradip Kumar. (1995) Research Methods, New Delhi: Indian Council of Social Science Research Bryman, Alan. (1988). Quality and Quantity in Social Research. London: Unwin Hyman Kothari, C.R. (1989). Research Methodology: Methods and Techniques, Bangalore, Wiley Easter. Young, P.V. (1989). Scientific Social Surveys and Research. New Delhi: Prentice Hall.

Generic Electives Courses

Course Code: BAGE101	Generic Elective Course – 1 BA- Semester-I Guidance and Counseling	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, theories, and principles of guidance and counseling, including various types of counseling approaches and techniques.	
CO2.	Understanding: Explain the roles and responsibilities of a counselor, the stages of the counseling process, and the ethical considerations in guidance and counseling practices.	
CO3.	Applying: Demonstrate the ability to apply counseling theories and techniques in simulated counseling sessions, effectively using communication and listening skills to	

	support clients.	
CO4.	Analyzing: Analyze various case studies to identify client issues, underlying problems, and appropriate counseling strategies, enhancing critical thinking and problem-solving skills.	
CO5.	Evaluating: Assess the effectiveness of different counseling interventions and approaches, providing feedback on what worked, what didn't, and how counseling practices can be improved for better client outcomes	
Course Content:		
Block-1:	Unit-1: Guidance: Meaning, Nature and Scope Unit-2. Guidance: Goals and Principles Unit-3. Need for Guidance with Reference to India Unit-4. Guidance Services: Concept and Importance Unit-5. Services: Placement Service, Follow-up Service Unit-6. Educational and Vocational Guidance	12 Hours
Block -2	Unit-7. Organizing Guidance Services at School and College Level Unit-8. Personal and Group Guidance: Concept, Aims and Methods Unit-9. Personal Guidance at School Level Unit-10. Personal Guidance at College Level Unit-11. Counseling: Concept, Need and Goals with Reference to India Unit-12. Counseling: Principles and Counseling Process	12 Hours
Block -3:	Unit-13. Types of Counseling: Directive Counseling Unit-14. Types of Counseling: Non-Directive Counseling Unit-15. Types of Counseling: Eclectic Counseling Unit-16. Interview Process in Counseling Unit-17. Counseling Services: Individual Counseling Unit-18. Counseling Services: Group Counseling	12 Hours
Block -4:	Unit-19. Organizing Counseling Services at School Level Unit-20. Organizing Counseling Services at College Level Unit-21. Psychotherapy: Meaning and Process Unit-22. Psychotherapy: Dealing with Psychological Disturbance Unit-23. Psychotherapy: Cognitive Approach Unit-24. Psychotherapy: Environmental Approach	12 Hours
Block -5	Unit-25. Counselor: Role and Qualities Unit-26. Testing and Non-Testing Techniques: Psychological Tests Unit-27. Case Study Unit-28. Rating Scale Unit-29. Observation Unit-30. Interview Unit-31. Inventories Unit-32. Problems of Guidance and Counseling in India and their Solutions	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Self Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Guidance & Counseling: S. Nageshwara Rao, Discovery Publishing House • Guidance & Counselince: B.G. Barki, B.Kukh, Opadhyay, Sterling Publishers Pvt.Ltd. • Guidance & Counseling : Suzanne E. Wade. Pam Schutz, Lawrence ErlbaumAssociates. 	

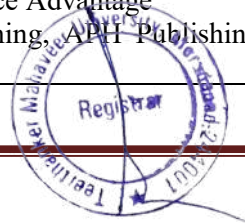


Course Code: BAGE201	Generic Elective Course – 2 BA- Semester-I Gender and Society	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, terms, and historical developments related to gender studies, including gender roles, identity, and intersectionality.	
CO2.	Understanding: Explain the social construction of gender and how it influences individual behaviors, social interactions, and institutional structures.	
CO3.	Applying: Apply sociological theories and perspectives to analyze gender issues in various social contexts, such as the workplace, family, media, and education.	
CO4.	Analyzing: Critically examine the impact of gender norms and stereotypes on different social groups, considering factors such as race, class, sexuality, and age.	
CO5.	Evaluating: Assess the effectiveness of policies and initiatives aimed at promoting gender equality, providing insights into their strengths, weaknesses, and potential improvements.	
Course Content:		
Block-1:	Unit:1 Social Construction of Gender Unit:2 Gender Roles	12 Hours
Block -2	Unit 3: Emergence of Feminist Thought Unit 4: Approaches to the Study of Gender Unit 5: Gender Based Sociological Analysis	12 Hours
Block -3:	Unit 6: Economic Unit 7: Politics Unit 8: Religion and Culture	12 Hours
Block -4:	Unit 9: Major Gendered Social Issues Unit:10 Women in India Unit 11: Demographic Profile	12 Hours
Block -5	Unit 12: Development of Women’s Studies in India Unit 13: Women's Movement in India Unit 14: Women’s Movement and Social Change	12 Hours
Textbooks	<ul style="list-style-type: none"> • SLM (Selm Learning Material) 	
Reference Books	<ul style="list-style-type: none"> • Kamla Bhasin (2000). Understanding Gender. New Delhi: Women Unlimited • V. Geetha (2002). Gender: Theorizing Feminism. Calcutta: Stree. • Linda L. Lindsey (2015). Gender Roles: A Sociological Perspective (6 ed.). London & New York: Routledge. • Amy S. Wharton. (2005). The Sociology of Gender: An introduction to theory andPractice. USA: Blackwell. 	

Course Code: BAGE301	Generic Elective Course – 3 BA- Semester-I Enterprise Resource Planning	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	



CO1.	Remembering: Identify and recall fundamental concepts, components, and terminology of Enterprise Resource Planning systems, including key modules such as finance, human resources, and supply chain management.
CO2.	Understanding: Explain the principles and benefits of ERP systems, detailing how they integrate various business processes and enhance organizational efficiency and decision-making.
CO3.	Applying: Demonstrate the ability to configure and use basic ERP software modules in practical scenarios, applying theoretical knowledge to real-world business operations.
CO4.	Analyzing: Analyze business processes and requirements to determine how ERP systems can be leveraged to optimize workflows, improve data accuracy, and support strategic planning.
CO5.	Evaluating: Assess the implementation and performance of ERP systems within an organization, evaluating their impact on productivity, cost-efficiency, and overall business performance, and recommending improvements.
Course Content:	
Block-1:	Unit 1: ERP Overview Unit 2: ERP and Related Technology Unit 3: Business Process Re-engineering 12 Hours
Block -2	Unit 4: Manufacturing Perspective of ERP Unit 5: ERP Modules Unit 6: ERP Benefits 12 Hours
Block -3:	Unit 7: ERP Market Unit 8; ERP Implementation Lifecycle Unit 9: ERP Vendors, Consultants and Users 12 Hours
Block -4:	Unit 10: ERP Future Directions Unit 11: ERP-II Unit 12: Building and Deploying an Information System 12 Hours
Block -5	Unit 13: Case Study – ERP SAP Implementation Unit 14: Case Study – ERP Application on Supply Chain 12 Hours
Textbooks	SLM (Self Learning Material)
Reference Books	<ul style="list-style-type: none"> • Alexis Leon, ERP Demystified 2/E, Tata McGraw-Hill, New Delhi • Alexis Leon, Enterprise Resource Planning, Tata McGraw Hill, 2009 • Bhatnagar, S.C. and K.V. Ramani, Computers and Information Management, Prentice Hall of India Private Ltd, New Delhi, 1991. • Daniel E. O’Leary, ERP Systems: Systems, Life Cycle, E-commerce, and Risk, Cambridge University Press, 2000. • Ellen Monk, Bret Wagner, Concepts in Enterprise Resource Planning, Course Technology, Second Edition, 2005 • Hanson, J.J., “Successful ERP Implementations Go Far Beyond Software,” San • Diego Business Journal (5 July 2004). Millman, Gregory J., “What Did You Get from ERP and What Can You Get?,” • Financial Executive (May 2004). Murrell G. Shields, E-Business and ERP: Rapid Implementation and Project Planning, • Wiley, 2001.Olinger, Charles, “The Issues Behind ERP Acceptance and Implementation,” PICS: The Performance Advantage • Pankaj Sharma, Enterprise Resource Planning, PHI Publishing Corporation, New Delhi, 2004.

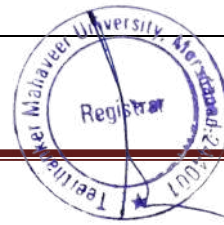


Course Code: BAGE401	Generic Elective Course – 4 BA- Semester-I Sustainable Development	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts, principles, and goals of sustainable development, including the United Nations Sustainable Development Goals (SDGs).	
CO2.	Understanding: Explain the interconnections between economic growth, environmental stewardship, and social inclusion, and how these pillars contribute to sustainable development.	
CO3.	Applying: Apply sustainable development theories and practices to real-world scenarios, developing strategies to address environmental, social, and economic challenges.	
CO4.	Analyzing: Critically analyze case studies and examples of sustainable development initiatives, evaluating their effectiveness and identifying best practices and lessons learned.	
CO5.	Evaluating: Assess the impact of policies and programs aimed at promoting sustainable development, providing recommendations for improving sustainability outcomes at local, national, and global levels.	
Course Content:		
Block-1:	Concept of Sustainable Development Unit-1 Meaning, Nature and Scope of Sustainable Development Unit-2 Major Components of Sustainable Development Unit-3 Approaches to Sustainable Development Unit-4 Goals of Sustainable Development	12 Hours
Block -2	Development, Sustainability and Climate Change Unit-5 Concept of Global Commons and Climate Change Unit-6 International Conventions on Sustainable Development Unit-7 Interrelationship among Development, Sustainability and Climate Change: Case for Differentiated Responsibilities	12 Hours
Block -3:	Health, Education and Food Security Unit-9 Role of Green and Converging Technologies in Health, Sanitation and Food Security Unit-8 Relationship between Sustainable Development and Food Security Unit-10 Role of Education in Sustainable Development	12 Hours
Block -4:	Sustainable Development: A Way Forward Unit-11 Role of Policy Innovations in Sustainable Development Unit-12 Recognition of Ecological Limits of Equity and Justice	12 Hours
Block -5	Unit-14 Role of Non-State Stakeholders in Sustainable Development Unit-13 Alternative Ways of Resource Generation and Capacity Enhancement	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Gereluk, W. and Royer, L. (2001). Sustainable Development of the Global Economy: A Trade Union Perspective. Geneva: ILO. • Kilgy, P. (2011). NGOs in India: The Challenge of Women's Empowerment and Accountability. UK: Routledge. • Kolk, A. (2016). The Social Responsibility of International Business: From Ethics and the Environment to CSR and Sustainable Development. Journal of World Business. 51(1), 23- 	

	<p>34.</p> <ul style="list-style-type: none"> • Kolk, A., & Van Tulder, R. (2010). International Business, Corporate Social Responsibility and Sustainable Development. International Business Review. 19(2), 119-125. 	
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Ability Enhancement Courses

Course Code: BAAE101	Ability Enhancement Course – 1 BA- Semester-I Communication Skills -I	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall fundamental concepts and principles of effective communication, including verbal and non-verbal communication, listening skills, and basic grammar.	
CO2.	Understanding: Explain the importance of effective communication in various contexts, such as personal, academic, and professional settings, and how it influences relationships and outcomes.	
CO3.	Applying: Demonstrate the ability to construct clear and coherent written and oral messages, tailoring communication styles to suit different audiences and purposes.	
CO4.	Analyzing: Analyze communication barriers and challenges, identifying strategies to overcome them and enhance clarity and understanding in interactions.	
CO5.	Evaluating: Assess the effectiveness of different communication techniques and tools, providing constructive feedback and making improvements to enhance communication skills.	
Course Content:		
Block-1:	Unit:1 Simple Rules of Pronunciation and Intonation Unit: 2 Theme Based Vocabulary Building Unit: 3 Antonyms, Synonyms and Homonyms	8 Hours
Block -2	Unit: 4 Listening skills Unit: 5 Note Taking and Note Making Unit:6 Practicing Listening Skills	8 Hours
Block -3:	Unit:7 Comprehension Passages Unit: 8 News and Magazines Articles Unit: 9 Poems	8 Hours
Block -4:	Unit: 10 Sentences Unit: 11 Articles, Nouns, Adjectives and Adverbs Unit: 12 Prepositions	8 Hours
Block -5	Unit: 13 Basic Cohesive Paragraph Writing Unit: 14 Resume Writing Unit: 15 Job application writing and acceptance letter writing	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Effective Communication Skills" Publisher: McGraw-Hill Education Year: 2018	



Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Communication Skills -II	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.	
CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.	
CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.	
CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.	
CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.	
Course Content:		
Block-1:	Unit 1: Speaking Skills Unit 2: Using A Foreign Language Unit 3: Conversation Building	8 Hours
Block -2	Unit 4: Dialogue Writing Unit 5: Telephone Skills Unit 6: Reading Skills–To Enhance Independent Reading	8 Hours
Block -3:	Unit 7: Comprehension And Quick Reading Of Texts Unit 8: Aesthetic Appreciation Of Texts: Poems	8 Hours
Block -4:	Unit 9: Tenses Unit 10: Parts Of Speech And Common Errors In English Unit 11: Use Of Capitals And Basic Punctuations	8 Hours
Block -5	Unit 12: Basics Of Official Correspondence Unit 13: Format Of Basic Formal Letter Unit 14: Writing And Planning Effective Business Letters	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	



Course Code: BAAE301	Ability Enhancement Course – 3 BA- Semester-III Environmental Science	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall key concepts and terminology related to environmental science, including ecosystems, biodiversity, pollution, and climate change.	
CO2.	Understanding: Explain the fundamental principles of environmental science, such as the interdependence of living organisms and their environments, and the processes that drive natural systems.	
CO3.	Applying: Apply scientific methods and techniques to investigate environmental problems, conducting experiments and fieldwork to gather and analyze data on issues like water quality, air pollution, and soil conservation.	
CO4.	Analyzing: Critically analyze environmental data and case studies to understand the causes and effects of environmental issues and evaluate the effectiveness of various mitigation and adaptation strategies.	
CO5.	Evaluating: Assess the impact of human activities on the environment and evaluate the sustainability of current practices, proposing and justifying recommendations for policies and practices that promote environmental conservation and sustainability.	
Course Content:		
Block-1:	Unit:1 Multidisciplinary nature of environmental studies, Scope and importance Unit: 2 Deforestation Unit: 3 Water Unit: 4 Ecosystem	8 Hours
Block -2	Unit: 5 Levels of Biological Diversity Unit: 6 Threats to biodiversity	8 Hours
Block -3:	Unit: 7 Environmental Pollution Unit: 8 Climate Change	8 Hours
Block -4:	Unit: 9 Environmental Laws Unit: 10 International Agreements Unit: 11 Human Population Growth	8 Hours
Block -5	Unit: 12 Disaster Management Unit: 13 Environmental Ethics	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Wright, R. T.; Boorse, D. F. Environmental Science: Towards Sustainable Future, 12e, Pearson, India (2015). • Costanza R, Hart M, Talberth J, Posner S. Beyond GDP: The need for new measures of progress. The pardee papers. 2009. • Bharuch, E. Environmental Studies, 2e, Orient BlackSwan, India (2013). • vanLoon, G. W.; Duffy, S. J. Environmental Chemistry: A Global Perspective, 3e, Oxford University Press 	



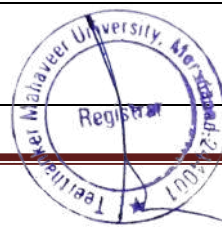
Course Code: BAAE401	Ability Enhancement Course – 4 BA- Semester-IV Human Values and Professional Ethics	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Understanding the core values that shape the ethical behavior of a manager in functional areas of an organization.	
CO2.	Understanding the morals & values that ought to guide the management and resolve the moral issues in the profession	
CO3.	Analyzing the role of morals and values in technological development and its challenges.	
CO4.	Developing value-based management system and work environment in organization.	
CO5.	Developing framework for management ethics and human Values.	
Course Content:		
Block-1:	Evolution and introduction of Human Values in Indian context: Values: Introduction, sources of value system, Types of values, Significance of values, Indian value system, values of Indian manager, Teaching from Indian scriptures like Mahabharata, Bhagwad Gita, Ramayana, Quran and its applications in management.	8 Hours
Block -2	Business Ethics: Definition of Ethics, nature of ethics, types of ethics, Ethics and morality, Need and significance of business Ethics, code of conduct and Ethics for manager. -	8 Hours
Block -3:	Ethical Dilemmas: Ethical Dilemmas- sources and their resolutions. Ethical decision making, Work ethics, Ethical and unethical practices in India.	8 Hours
Block -4:	Impact of Ethics: Ethical issues related to marketing, Human resource management, Finance, Intellectual property rights. Environmental ethics.	8 Hours
Block -5	Understanding Harmony in the Family and Society –harmony in Human -Human Relationship and Gender issues: Understanding Harmony in the Family and Society-Harmony in Human-Human Relationship; Understanding harmony in the Family-the basic unit of human interaction; Understanding values in human- human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay - Tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Bhatia S.K., Business Ethics and managerial values, New Delhi: Deep and Deep publications Pvt. Ltd • Velasquez, Business Ethics – Concepts and Cases, New Delhi: PHall. • Mathur U.C., Corporate Governance & Business Ethics. 	



	<p>New McMillan.</p> <ul style="list-style-type: none"> • Govindarajan M., professional ethics and Human values, Delhi: PHI learning pvt ltd. • Hartman Laura P & Abha Chatterjee, Business Ethics, New McGraw Hill. • R. K Sharma, puneetagoel, Corporate governance, values and New Delhi: kalyani publication <p>* Latest editions of all the suggested books are recommended</p>	
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Skill Enhancement Courses

Course Code: BASE101	Skill Enhancement Course – 1 BA- Semester-I Basic Computer Skills	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Identify and recall basic computer components, terminology, and functions, including hardware, software, operating systems, and common applications.	
CO2.	Understanding: Explain the fundamental concepts of computer operations, such as file management, internet navigation, and the use of standard productivity software like word processors and spreadsheets.	
CO3.	Applying: Demonstrate the ability to perform basic computer tasks, including creating and editing documents, managing files and folders, and using email and other communication tools effectively.	
CO4.	Analyzing: Analyze simple computer-related problems and troubleshoot common issues related to software and hardware, enhancing problem-solving skills.	
CO5.	Evaluating: Assess the reliability and security of various Online resources and applications, understanding best practices for maintaining privacy and protecting data in a digital environment.	
Course Content:		
Block-1:	Unit 1: Computer Fundamentals Unit 2: Introduction to Data Representations Unit 3: Memory	8 Hours
Block -2	Unit 4: Secondary Storage Devices Unit 5: MS Window Unit 6: Working with Windows Explorer	8 Hours
Block -3:	Unit 7: Microsoft Word Introduction Unit 8: Microsoft Word -II Unit 9: MS Word: Additional Features	8 Hours
Block -4:	Unit 10: Microsoft Excel Unit 11: Operations of MS Excel	8 Hours
Block -5	Unit 12: MS PowerPoint Unit 13: Internet Unit 14: Web Server Applications	8 Hours



Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> Fundamental Computer Concepts, William S. Davis. Fundamental Computer Skills, Feng-Qi Lai, David R. Hofmeister. 	

Course Code: BASE201	Skill Enhancement Course – 2 BA- Semester-II Business Communications and Soft Skills	L-4 T-0 P-0 C-4
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Course Outcomes:	On completion of the course, the students will be:
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CO1.	Remembering: Recall and list advanced communication techniques and strategies learned in Communication Skills - I, such as effective presentation skills, negotiation tactics, and conflict resolution methods.
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CO2.	Understanding: Explain the nuances of non-verbal communication, including body language, tone of voice, and facial expressions, and how they impact message delivery and reception in interpersonal interactions.
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CO3.	Applying: Apply advanced communication skills in various professional contexts, including conducting meetings, facilitating group discussions, and delivering persuasive speeches, demonstrating adaptability and proficiency in diverse communication situations.
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CO4.	Analyzing: Analyze complex communication scenarios to identify underlying dynamics, power structures, and cultural influences, enabling effective communication across diverse teams and stakeholders.
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CO5.	Evaluating: Critically evaluate personal communication effectiveness and identify areas for improvement, incorporating feedback from peers and instructors to enhance communication skills and achieve desired communication outcomes.
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Course Content:	
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Block-1:	ESSENTIALS OF BUSINESS COMMUNICATION Unit 1 Introduction to Business Communication Unit 2 Communication Process Unit 3 7Cs Of Effective Communications and Writing Skills	8 Hours
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Block -2	BUSINESS REPORTS Unit - 4 Business Report Unit - 5 Written Communication Unit – 6 New Age Communication Channels	8 Hours
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Block -3:	ETIQUETTE AND INTERVIEW Unit - 7 Body Language And Etiquettes to Unit - 8 Interview Unit - 9 Curriculum Vitae / Resume Writing	8 Hours
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Block -4:	MEETINGS, CIRCULAR, LETTERS Unit 10 Company Meetings Unit 11 Notice, Agenda And Minutes of Meetings Unit 12 Circular Letters	8 Hours
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Block -5	SOFT SKILLS Unit -13 Group Discussion Unit - 14 Time Management	8 Hours
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Textbooks	SLM (Self Learning Material)	
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Reference Books	<ul style="list-style-type: none"> Lesikar, Flatley, Basic Business Communication, 10th Edition, Tata Mcgraw Hill, p.433. 	
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	<ul style="list-style-type: none"> • M.J. Mathew, Business Communication, 2008, RBSA Publishers, Jaipur, India. • Meenakshi Raman, Prakash Singh, Business Communication, Oxford University Press, 7th Impression 2008. • PD Chaturvedi, Mukesh Chaturvedi, Business Communication— Concepts, Cases and Applications, 2007, Pearson Education. 	
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Course Code: BASE301	Skill Enhancement Course – 3 BA- Semester-III Communication for Leaders	L-4 T-0 P-0 C-4
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Remembering: Recall and identify key principles and strategies for effective leadership communication, including active listening, empathy, and clarity in messaging.	
CO2.	Understanding: Explain the importance of communication skills in leadership roles, understanding how effective communication contributes to team cohesion, morale, and productivity.	
CO3.	Applying: Apply advanced communication techniques to various leadership scenarios, including delivering persuasive presentations, providing constructive feedback, and resolving conflicts diplomatically.	
CO4.	Analyzing: Analyze case studies and examples of leadership communication in different contexts, identifying successful strategies and areas for improvement in communication practices.	
CO5.	Evaluating: Evaluate the impact of leadership communication on organizational culture, employee engagement, and overall performance, and develop strategies for continuous improvement in leadership communication effectiveness.	
Course Content:		
Block-1:	Unit: 1 Listening- Understanding Vocabulary and Context Unit: 2 Listening for Details Unit 3: Tenses, Clauses and Transitional Words or Phrases	8 Hours
Block -2	Unit: 4 Sentences Unit: 5 Vocabulary Unit 6: Idioms and Proverbs	8 Hours
Block -3:	Unit: 7 Reading Skills Unit: 8 Comprehension Skills Unit: 9 Group Discussion	8 Hours
Block -4:	Unit: 10 Presentational Skills Unit 11: Role Play and Debate Unit: 12 Writing Techniques and Strategies	8 Hours
Block -5	Unit: 13 Writing Unit: 14 Business Correspondence	8 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ul style="list-style-type: none"> • Herta A Murphy, Herbet Writing Hildebrandt, Jane P Thomas, Effective Business Communication, 7th Edition, Mcgraw Hill. Shirley Taylor, omunication for Business, Pearson Education. Online li 	



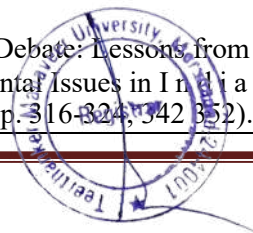
Discipline Specific Courses

Course Code: BASDSE501	Discipline Specific Course – 1 BA- Semester-V Urban Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List and define key concepts such as "urbanization," "gentrification," "urban sprawl," and "social stratification.	
CO2.	Explain the social and economic factors that contribute to the growth of cities and the formation of urban neighborhoods.	
CO3.	Use the Chicago School's concentric zone model to analyze the spatial distribution of different social groups in a contemporary city.	
CO4.	Analyze the impact of urban renewal projects on local communities, considering factors such as displacement and economic change.	
CO5.	Critically evaluate the effectiveness of a city's public transportation system in promoting social equity and reducing environmental impact.	
Course Content:		
Block-1:	BLOCK 1 Introducing Urban Sociology Unit 1 Urban Sociology: Nature and Scope Unit 2 Urbanization and Urbanism Unit 3 City	12 Hours
Block -2	BLOCK 2 Perspectives in Urban Sociology Unit 4 Ecological- Spatial Unit 5 Political Economy Unit 6 Network Unit 7 Cultural	12 Hours
Block -3:	BLOCK 3 Migration, Occupation and Settlements Unit 8 Migration Unit 9 Occupation Unit 10 Slum Unit 11 Neighborhood and Gated Communities	12 Hours
Block -4:	BLOCK 4 Cultural Politics of Urban Space Unit 12 Consumer, Culture and Leisure Unit 13 Caste, Class, Ethnicity and Gender	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Eck, Diana, 1983. Banaras: City of light, London: Routledge and Kegan Paul.</p> <p>Kumar, Nita, 1988. The Artisans of Banaras: Popular Culture and Identity, 1880-1986, Princeton: Princeton University Press.</p> <p>Ringer, Fritz. 1994. "Max Weber on the origins and character of the Western city", Critical Quarterly, Volume 36, Issue 4, pp. 12-18</p> <p>Sassen, Saskia. 1991. The Global City: New York, London, Tokyo. Princeton University Press.</p> <p>Southall, Aidan. 1998. The City in Time and Space, Cambridge: Cambridge University Press.</p> <p>Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ranvinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246</p> <p>Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No. 18, Pp. 44-55</p>	



	Castells, Manuel, 1983, “Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco”. In City and the Grassroots, Pp. 138-170	
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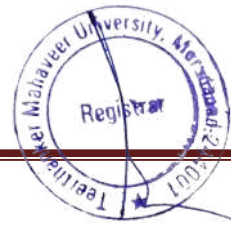
Course Code: BASDSE502	Discipline Specific Course – 2 BA- Semester-V Environment Sociology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list major environmental sociological theories such as ecological modernization and treadmill of production.	
CO2.	Explain how social factors contribute to environmental degradation and climate change.	
CO3.	Apply the concept of environmental justice to analyze the distribution of environmental benefits and burdens across different communities.	
CO4.	Analyze the role of socio-economic status in shaping individuals' and communities' environmental impacts and vulnerabilities.	
CO5.	Evaluate the effectiveness of community-based environmental initiatives and their impacts on social equity and sustainability.	
Course Content:		
Block-1:	Envisioning Environmental Sociology Environmental Sociology: Nature and Scope Realist- Constructionist Debate Key Concepts	12 Hours
Block -2	Approaches Social Ecology Treadmill of Production Ecological Modernization Risk Ecofeminism and Feminist Environmentalism Political Ecology	12 Hours
Block -3:	Environmental Issues and Concern Anthropocene and climate change Pollution Environmental Policy in India	12 Hours
Block -4:	Environmental Movements in India Forest Based Movement – Chipko Water Based Movement – Narmada Land Based Movements – Anti-mining and Seed	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed. Ch 1.(pp. 1-5).</p> <p>Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organization & Environment, 17(3), 317-322.</p> <p>Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India’s Narmada Valley Dams. Restructuring World Politics: Transnational Social Movements, Networks, and Norms (Vol. 14). U of Minnesota Press. (pp.206-30).</p> <p>Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India : A Reader. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).</p>	



Course Code: BASDSE503	Discipline Specific Course – 3 BA- Semester-V Tribal Culture of India	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List the names and locations of tribes such as the Gonds, Bhils, Santhals, and Todas.	
CO2.	Describe the traditional festivals, dances, and rituals of the Santhal tribe.	
CO3.	Illustrate how tribal art forms have influenced modern Indian art and design.	
CO4.	Examine how government land policies have affected the traditional agricultural practices of the Gond tribe.	
CO5.	Assess the success and shortcomings of the Tribal Sub-Plan (TSP) in addressing educational and health needs of tribal populations.	
Course Content:		
Block-1:	Block I: Anthropology of Indian Tribes Unit I: Concept of Tribe in India Unit 2: Idea of Indigenous Communities Unit 3: Characteristics and Geographical Distribution of Tribes Unit 3: Anthropology and Tribes of India Unit 4: Tribal Organisation	12 Hours
Block -2	Block II Social and Cultural Changes among the Tribes Unit 1 Tribe-Caste Continuum in India Unit 2 Tribal Monographs on Social Change Unit 3 Globalisation among Indian Tribes	12 Hours
Block -3:	Block III Contemporary Challenges Unit 1: Tribal Displacement and Rehabilitation Unit 2: Development of Forest Policy and Tribes Unit 3: Tribal Movements	12 Hours
Block -4:	Block IV: Problems, Development Programme and Constitutional Safeguards Unit I: Problems of Tribes Unit 2: Problems of Tribal Women Unit 3: Constitutional provision and Safeguards	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<ol style="list-style-type: none"> 1. Amar Kumar Singh and M. K. Jabbi: Status of tribal in India. 2. Anilkumar Singh: Tribal life in India. 3. Devendra Thakur and D. N. Thakur: The Tribal life and forests. 4. Ghurye G. S.: The Scheduled Tribes. 5. Govt. of India: The Tribal People of India. 6. Govt. of India: Adivasis. 7. Jodavarsingh Jadav: Gujarat nil ok sanskrutic virasat 8. Karve Irawati: Kinship Organization in India. 9. Kapadia K. M.: Marriage and Family in India. 10. L. P. Vidyarthi and Binay Rai: The Tribal Culture of India. 11. Majumdar and Madan: An introduction to Social Anthropology. 12. Maghan Kharod (Ed.): Gujarat na Lok Nurutya 13. P. G. Shah: Gujarat na Dubra 14. Umesh Bavisha (Ed.): Gujarat ni Adiwasi Sanskruti 	



Course Code: BASDSE601	Discipline Specific Course – 4 BA- Semester-VI Indian Sociological Traditions	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	List key contributors such as G.S. Ghurye, M.N. Srinivas, and A.R. Desai, and summarize their major works.	
CO2.	Describe the impact of colonialism, the caste system, and the independence movement on Indian sociological theories.	
CO3.	Use M.N. Srinivas's concept of "Sanskritization" to analyze current social mobility trends in India.	
CO4.	Compare and contrast the approaches of Indian sociologists to the study of caste with Western theories of social stratification.	
CO5.	Assess the relevance and applicability of A.R. Desai's Marxist perspective on contemporary economic inequalities in India.	
Course Content:		
Block-1:	BLOCK 1 History and Development of Indian Sociological Traditions Unit 1 Major Influences on Indian Sociological Traditions Unit 2 Major Schools of Indian Sociological Traditions	12 Hours
Block -2	Sociologists in India-1 Radhakamal Mukerjee G S Ghurye D P Mukerji N K Bose Verrier Elwin	12 Hours
Block -3:	Sociologists in India-2 Irawati Karve A R Desai M N Srinivas Ramkrishna Mukherjee Leela Dube	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255</p> <p>Das.Veena,. 2006. Oxford Handbook of Indian sociology, OUP: New Delhi, Pp 1-18</p> <p>Dube, Leela 1967, Caste, Class and Power, Eastern Anthropologist, Lucknow 20(2) 215-225</p> <p>Dube, Leela 2001, Anthropological Explorations in Gender: Intersecting Fields, New Delhi: Sage Chp 3,5 & 6</p> <p>Upadhya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black</p> <p>Mukerji D.P. (1958 second edition 2002), Diversities: Essays in Economics, Sociology and Other Social Problems, Delhi: Manak Publications Pp. 177-225, 261-276</p>	



Course Code: BASDSE602	Discipline Specific Course – 5 BA- Semester-VI Reading Ethnographies	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify the main components of an ethnographic study, such as participant observation, field notes, and narrative analysis.	
CO2.	Describe the process of conducting participant observation and the role of the ethnographer in the field.	
CO3.	Break down an ethnographic text to identify its key themes, the context of the study, and the relationships between observed phenomena.	
CO4.	Design and conduct a mini-ethnographic study on a chosen community or social group, utilizing techniques like interviews and participant observation.	
CO5.	Assess the validity and reliability of ethnographic findings in selected case studies, considering factors such as researcher bias, depth of immersion, and ethical considerations.	
Course Content:		
Block-1:	Block 1 Themes in Ethnographies Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Understanding Ethnography Colonial Ethnography Classical Ethnography Indian Ethnography Global Ethnography	12 Hours
Block -2	Block 2 Ethnographic Cases Unit 6 Argonauts of the Western Pacific - B. Malinowski 42 Coming of Age in Samoa- M.Mead Unit 7 Unit 8 Unit 9 Unit 10 Unit 11 Religion and Society among the Coorgs- M. N. Srinivas Mukkuvar Women: Gender, Hegemony, and Capitalist Transformation in a South Indian Fishing Community– Kalpana Ram Stratagems and Spoils: Social Anthropology of Politics- F. G. Bailey Street Corner Society- W.F. Whyte	12 Hours
Block -3:	Block 3 Ethnographic Practices and Styles Unit 12 Unit 13 Unit 14 Unit 15 Unit 16 Debates on Doing Ethnography Scientific Ethnography Feminist Critique to Ethnography Interpretative Ethnography Ethics and Ethnography	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	<p>‘How to Read Ethnography’ by Paloma Gay Blasco and Huon Wardle, London: Routledge, 2007.</p> <p>Clifford, James and George Marcus. 1986. Writing Culture: The Poetics and Politics of Ethnography. London: University of California Press.</p> <p>Kumar, Nita. 1992. Friends, Brothers and Informants: Fieldwork memoirs of Banaras. Berkeley: University of California Press.</p> <p>Levi-Strauss, Claude. 1973. Tristes Tropiques. London: Penguin.</p> <p>Rabinow, Paul. 1977 [2007]. Reflections on Fieldwork in Morocco. Berkeley: University of California Press.</p>	



Course Code: BASDSE603	Discipline Specific Course – 6 BA- Semester-VI Visual Anthropology	L-6 T-0 P-0 C-6
Course Outcomes:	On completion of the course, the students will be:	
CO1.	Identify and list major visual anthropology methodologies and notable anthropologists who contributed to the field.	
CO2.	Describe the role of photography and film in documenting and interpreting cultural practices.	
CO3.	Create a short ethnographic film or photo essay that captures a specific cultural practice or event.	
CO4.	Analyze a documentary film to identify how it represents cultural identities and power dynamics.	
CO5.	Evaluate the ethical considerations involved in the representation of marginalized communities in visual media, proposing guidelines for responsible practice.	
Course Content:		
Block-1:	BLOCK I: INTRODUCTION TO VISUAL ANTHROPOLOGY Unit 1: What is visual anthropology? Unit 2: History of visual anthropology Unit 3: Situating visual anthropology	12 Hours
Block -2	BLOCK II: THEORY AND REPRESENTATION Unit 4: Anthropology and images: A theoretical analysis Unit 5: Representation: Politics and Aesthetics Unit 6: Visual anthropology and its applications Unit 7: Anthropology of Arts and Aesthetics	12 Hours
Block -3:	BLOCK III: ETHNOGRAPHIC PHOTOGRAPHY AND FILMS Unit 8: Essentials of Ethnographic Photography Unit 9: Ethnographic Photography Unit 10: Ethnographic Film Unit 11: Deciphering of an ethnographic film: Case Study	12 Hours
Textbooks	SLM (Self Learning Material)	
Reference Books	Barbash, I. and L. Taylor, 1994, Cross-cultural filmmaking: a handbook for making documentary and ethnographic films and videos, University of California Press, Berkeley. Chio, J., 2023, Visual anthropology, in The Open Encyclopedia of Anthropology, edited by Felix Stein. 1st edition. Durrington, M. (2013). Ethnographic film, in Anthropology: Oxford bibliographies Online (ed.J.L. Jackson Jr.)	



5.3. Duration of the programme

<u>Study Scheme</u>	
<u>SUMMARY</u>	
Institute Name	Centre for Online and Online Education
Programme	BA Sociology
Duration	Three Years (Online Mode) (Six Semesters)
Medium	English
<u>Credits</u>	
Minimum Credits Required for Degree	160
Eligibility for the program	10+2 in any stream from UGC recognized University

5.4. Faculty and support staff requirement

Academic Staff	Number available to meet the required. delivery norms
Programme Coordinator	1 member
Course Coordinator	1 member
Course Mentor	1 member per batch of 250 students

5.5. Instructional delivery mechanisms

The Directorate of Online Education of TMU comprises of faculty members and staff who are well versed in Online Education and Online delivery.

An Academic calendar depicting dates for all major events during each semester will be prepared by faculty members and shared with students through LMS, at the beginning of each academic session.



Apart from providing content in the form of Self Learning Material, enough e-learning resources in the form of audio and video content will be provided to students. Regular engagement of students will be ensured through the following means:

- Conduct of Webinars/live lectures/Online lectures/Virtual Class
- By encouraging them to participate in mandatory Discussion Forums to stimulate their thinking, and to be able to fearlessly express their views in forums. These discussion forums will be moderated by faculty to provide equal opportunity for everyone to participate, as well as to ensure maintenance of decorum of the forum.
- Through periodic formative assessments

Regular evaluation of content learnt will be provided for, through Self-Assessment Questions within the SLM, as well as quizzes on the LMS. The quizzes can be taken any number of times, so that they reach a stage of being able to answer questions without errors, which is a reflection of their understanding of the concept.

Effort will be made to provide case studies to enhance their analytical ability and make right decisions.

Link to National Portals (SWAYAM/NPTEL) will be provided, as also link to University's digital library portal.

All links to additional reading will be provided in the LMS. Interested students can study beyond the confines of the syllabus.

5.6. Identification of media—print, audio or video, Online, computer aided.

LMS provides for all audio video content (e-learning material, e-pubs, faculty-led video sessions, virtual classrooms and discussion boards), dashboard of their progress in learning, comparison with their peers in terms of learning, regular notifications regarding upcoming Webinars/virtual classes, Assignments, Discussion Forum participations and Examinations. It also provides an opportunity for raising queries if any, and seek answers to the same, by chat bot or course mentors.

5.7. Student Support Services

The Student Support services will be facilitated by the Directorate of Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh which includes the pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods. Post-admission student support services include guiding students towards accessing e-identity cards, LMS portal, Academic calendar and academic delivery. Examinations support staff shall answer queries pertaining to the conduct of end-semester examinations, evaluation and issue of certificates.



6. Procedure for Admission, Curriculum Transaction and Evaluation

The purpose of Online education by Teerthanker Mahaveer University, Moradabad, Uttar Pradesh is to provide flexible learning opportunities to students to attain qualification, wherever learners are notable to attend the regular classroom teaching. Academic programmes offered for such candidates under Online Learning mode will be conducted by Directorate of Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh with support of the various University schools. The programmes/courses may be termed Online mode for award of Degree. Eligibility criteria, programme/course structure, curriculum, evaluation criteria and duration of programme shall be approved by Board of Studies and Academic Council which are based on UGC guidelines.

Candidates seeking admissions in any programme offered by Directorate of Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh shall fill up Online application form available on DOE- TMU website. Before applying, candidates must check eligibility criteria for programme that they are interested in. Details about Eligibility criteria, programme structure, curriculum, duration, and fee structure are available on the website.

6.1. Procedure for Admission:

Minimum Eligibility Criteria for admission: 10+2 system of education in any stream from recognized board

Important Instructions:

All admissions shall be provisional until and unless candidates meet the eligibility criteria.

Admission will stand cancelled if a candidate does not meet eligibility criteria, or there is failure to pay programme/course fees.

Admission will stand cancelled, if candidate does not submit proof of eligibility within stipulated time given by Centre for Online and Online Education- Teerthanker Mahaveer University, Moradabad, Uttar Pradesh.

Centre for Online and Online Education - Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has the right to make necessary changes from time to time as deemed fit in Eligibility criteria, programme/course structure, curriculum, duration, fee structure and programme announcement dates. All changes will be notified on website.

Candidates should carefully read all instructions given in Programme prospectus before start of application form.

Fee Structure and Financial assistance policy:

Suggested Fee for BA Sociology programme is INR 5,400 per annum



A scholarship as per Teerthanker Mahaveer University norm on tuition fees will be provided to eligible students.

6.2. Curriculum Transactions:

Programme Delivery:

Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has state-of-the-art mechanism for Online mode of academic delivery to ensure quality education. Faculty members at TMU offer expert guidance and support for holistic development of the students. Faculty members are not mere facilitators of knowledge but they also mentor students to make learning more engaging and maintain high retention level. The programme will be delivered with an aim to provide expertise and ensure that students excel in their domains. The features of programme delivery are:

- Online Mode of Academic Delivery
- Periodic review of Curriculum and Study material
- Live Interactive lectures from faculty / Course coordinators
- Continuous Academic and Technical support
- Guidance from Course Coordinators
- Learning and delivery support from Course Mentors

Norms for Delivery of Courses in Online Mode:

S. No.	Credit value of the course	No. of Weeks	No. of Interactive Sessions		Hours of Study Material		Self-Study hours including Assessment etc.	Total Hours of Study (based on 30 hours per credit)
			Synchronous Online Counseling /Webinars/ Interactive Live Lectures (1 hour per week)	Discussion Forum/ a synchronous Mentoring (2 hours per week)	e-Tutorial in hours	e-Content hours		
1.	1 Credits	3 weeks	3 hours	6 hours	5	5	11	30
2.	2 Credits	6 weeks	6 hours	12 hours	10	10	22	60
3.	3 Credits	9 weeks	9 hours	18 hours	15	15	33	90
4.	4 Credits	12 weeks	12 hours	24 hours	20	20	44	120
5.	6 Credits	18 weeks	18 hours	36 hours	30	30	66	180



Learning Management System (LMS) to support Online mode of Course delivery:

LMS Platform has been built to help learners reach their potential in their chosen programme. It is a secure, reliable learning experience tool that works consistently on Web and Mobile devices. Its simple interface makes it easy for instructors to design courses, create content and grade assignments. It provides a great mobile experience due to the responsive design which is paired with purpose-built native apps. It provides seamless accessibility to ensure all tools are standards-compliant and easy for students to navigate using assistive technologies. It provides 24 X7 learning experience to facilitate learning as per the pace chosen by learners. Digital portfolio functionality allows students to document and share their learning journey as it happens on both web and mobile platforms.

Course Design:

The Course content is designed as per the SWAYAM guidelines using 4-quadrant approach as detailed below to facilitate seamless delivery and learning experience.

- **Quadrant-I** i.e. e-Tutorial, that contains – Faculty led Video and Audio Contents, Simulations, video demonstrations, Virtual Labs, etc., along with the transcription of the video.
- **Quadrant-II** i.e. e-Content that contains –Self Instructional Materials (Digital self-Learning Material), Case Studies, Presentation etc. and contains web resources such as further references, Related links, Open-source content on internet, research papers and journals Portable Document Format or e-Books or Illustration, video demonstrations, Historical development of the subject, Article, etc.
- **Quadrant-III** i.e. Discussion forums to raise and clarify doubts on real time basis by the Course Coordinator and his team.
- **Quadrant-IV** i.e. Self-Assessment, that contains MCQs, Problems, Quizzes, Fill in the blanks, Assignments with solutions and Discussion forum topics.

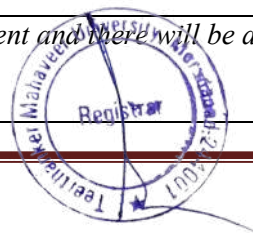
6.3. Evaluation

Evaluation:					
Assessment			Internal	External	Total
Theory			30	70	100
Practical/ Dissertations/ Project Reports			50	50	100
Class Test-1	Class Test-2	Class Test-3	Assignment(s)	Attendance	Total
Best three out of three					
10	10	10	5	5	30
Duration of Examination			External	Internal	
			3 Hours	1.5 Hours	



To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation. (i.e. both internal and external). A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to qualify the program.

Question Paper Structure	
1	The question paper shall have two section – Section A and Section B . The examiner shall set questions specific to respective sections. Section wise details are as under mentioned:
2	Section A: It shall consist of short answer type questions (approx. 50 words). This section will essentially assess CO's related to lower order thinking skills (Remembering & Understanding) . It will contain five questions with at least one question from each unit with internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of three marks and total weightage of this section shall be ten marks .
3	Section B shall comprise of Long answer type questions (approx. 350 – 400 words). This section shall specify the higher order thinking as well as lower order thinking skills (Analyzing, Applying, Evaluating & Creating or Remembering & Understanding) to be assessed and mapped with the course outcomes stated . It shall contain five questions with at least one question from each unit with an internal choice having “or” option with optional question from the same unit. Each question shall have equal weightage of ten marks and total weightage of this section shall be fifty marks .
4	Note: In case where the course content does not have the scope of assessing higher order thinking skills, questions may be framed to assess the lower order thinking skills as per the course outcomes stated.
IMPORTANT NOTES:	
1	The purpose of examination will be to assess the Course Outcomes (CO) that will ultimately lead to assessment of attainment of Programme Specific Outcomes (PSO). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, and Evaluating & Creating (reference to Bloom’s Taxonomy).
2	Case Study is essential in every question paper (wherever it is being taught as a part of pedagogy) for evaluating higher-order learning. Not all the courses might have case teaching method used as pedagogy.
3	There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.



7. Requirement of the Laboratory Support and Library Resources:

Laboratory Support

No lab-based courses are offered in this program.

Library Resources

Directorate of Online Education, Teerthanker Mahaveer University, Moradabad, Uttar Pradesh has excellent Library facility with adequate number of copies of books in relevant titles for BA Sociology programme. The Central Library of University is also having good source of reference books. The books available at both the libraries are only for reference purpose and lending services. In addition, reference books as prescribed will be procured. The Digital library access will also be made available to students who are enrolled into Online mode of education. In addition, the university membership on Swayam/ NPTEL/ edX will also be made available to students. Complete e-Learning resources to course would be made available on Learning Management System for learning along with e-tutorial lectures. Further, expert lectures/workshops/ webinars by industry experts would also be conducted for the students.

8. Cost Estimate of the Programme and the Provisions

Sl. No.	Expenditure Heads	Approx. Amount
1	Programme Development (Single Time Investment)	1,00,00,000 INR
2	Programme Delivery (Per Year)	12,00,000 INR
3	Programme Maintenance (Per Year)	50,00,000 INR

9. Quality assurance mechanism and expected programme outcomes.

The quality of the programme depends on scientific construction of the curriculum, strong- enough syllabi, sincere efforts leading to skillful execution of the course of the study. Graduates of a Bachelor of Arts in Sociology program in India gain a deep understanding of social structures, cultural dynamics, and human behavior. They develop critical thinking, research, and analytical skills, preparing them for careers in social services, research institutes, NGOs, education, and various public and private sector roles.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Also, the feedback from the alumni, students, parents, and employers will be received and analyzed for further improvement of the quality of the programme.



Teerthanker Mahaveer University has constituted Centre for Internal Quality Assurance (CIQA), which will assist Director, Centre of Online and Online Education to conduct periodic review and assessments and assist the Directorate to implement necessary quality measures and effectiveness in programme delivery. CIQA is constantly involved in reviewing all materials prepared by CDOE, including syllabus, SLMs and e-learning content. CIQA will be involved in conducting studies to measure effectiveness of methods adopted for learning. As we proceed further, CIQA will involve in benchmarking quality of academic delivery, and perform various analyses, and guide all stakeholders towards upgrading quality constantly.

(CIQA) chaired by the Vice Chancellor consisting of internal and external experts oversees the functioning of Centre for Internal Quality Assurance and approve the reports generated by Centre for Internal Quality Assurance on the effectiveness of quality assurance systems and processes.

The guidelines on quality monitoring mechanism prescribed by the UGC have been adopted by the Centre for Internal Quality Assurance for conducting institutional quality audits, to promote quality assurance and enhance as well as spread best-in-class practices of quality assurance. University has setup an effective system for collecting feedback from the stakeholders regularly to improve its programmes. The University will conduct self- assessments regularly and use the results to improve its systems, processes etc. and finally.

