
SOCIOLOGY HONOURS/ RESEARCH

1.

COURSE STRUCTURE FOR 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme ([Total Credits = 160]

Semester	Credits										
	MJ : Discipline Specific Courses – Core or Major (80)	MN : Minor from discipline (16)	MN : Minor from vocational (16)	MDC : Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC : Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC : Skill Enhancement Courses (9)	VAC : Value Added Courses (6)	IAP : Internship/ Dissertation (4)	RC : Research Courses (12)	AMJ : Advanced Courses in lieu of Research (12)	
1	2	3	4	5	6	7	8	9	10	11	12
I	4	4		3	2	3	4				20
II	4+4		4	3	2	3					20
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)											
III	4+4	4		3	2	3					20
IV	4+4+4		4		2		2				20
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)											
V	4+4+4	4						4			20
VI	4+4+4+4		4								20
Exit Point: Bachelor's Degree											
VII	4+4+4+4	4									20
VIII	4		4					12	4+4+4		20
Exit Point: Bachelor's Degree with Hons. /Hons. with Research										160	

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

Table 2: Semester wise Course Code and Credit Points for Single Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses			Credits
	Code	Papers		
I	BAS101	Principles of Sociology		2
	BAS102	Introductory Sociology		4
	BAS103	BAS103A	Hindi	3
		BAS103B	English	
		BAS103C	Gujarati	
	BAS104	Reading, Writing and Reasoning for Sociology		3
	BAS105	Constitutional values and fundamental duties		4
II	BAS106	E-Commerce		4
	BAS201	Classical Sociological Thinkers		2
	BAS202	Social Stratification		3
	BAS203	Principles of organic farming		3
	BAS204	BAS204A	Hindi	4
		BAS204B	English	
		BAS204C	Gujarati	
	BAS205	Techniques of Social Research		4
	BAS206	Tribal studies		4
III	BAS301	Indian Society – I		2
	BAS302	Rural Sociology		3
	BAS303	Modern Indian Social Thinkers		3
	BAS304	BAS304A	Hindi	4
		BAS304B	English	
		BAS304C	Gujarati	
	BAS305	Elementary Computer Application Softwares		4
	BAS306	Society & psychology		4
	BAS401	Urban Sociology		2

IV	BAS402	Indian Sociological Thinkers	2
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	BAS403	Population and Society	4
	BAS404	Fundamentals of crop physiology	4
	BAS405	BAS405A	Hindi
		BAS405B	English
		BAS405C	Gujarati
	BAS406	Stress Management	2
V	BAS501	Social Anthropology	4
	BAS502	Family, Marriage and Kinship	4
	BAS503	Indian Society – II	4
	BAS504	Culture and Society	4
	BAS505	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	BAS601	Political Sociology	4
	BAS602	Modern Sociological Thought	4
	BAS603	Social Movements	4
	BAS604	Crime And Society	4
	BAS605	Principles of seed technology	4
VII	BAS701	Political Sociology	4
	BAS702	Modern Sociological Thought	4
	BAS703	Social Movements	4
	BAS704	Crime And Society	4
	BAS705	Rural Society in India	4
VIII	BAS801	Sociology of Religion	4
	BAS802	Breeding of field crops	4
	BAS803	Research Methodology	12/
	BAS804	Project Dissertation/ Research Internship/ Field Work	4
		OR	4
	BAS805	Sociology of Gender	4
	BAS806	Environmental Sociology	

BAS807	Sociology of Education	
	Total Credit	160

NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the University	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
	Total Credits =	120	160

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY

The broad aims of the LOCF for Sociology are:

- (i) The Honours/Research program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stakeholders.
- (ii) Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.
- (iii) A Sociology graduate would be a person with a thorough grounding in the fundamentals of Sociology and infused with the '*Sociological Imagination*'. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.
- (iv) Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.
- (v) Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.
- (vi) A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular.
- (vii) She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives.
- (viii) Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context.
- (ix) Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semesters long training in sociological research methods.
- (x) A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hardnosed empiricism and scholarly detachment.
- (xi) They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

PROGRAM LEARNING OUTCOMES

The broad programme learning outcomes in Sociology are:

- (i) Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool- kit of the discipline.
- (ii) The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.
- (iii) Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.
- (iv) They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.
- (v) A Sociology graduate is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.
- (vi) Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices.
- (vii) Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual.
- (viii) Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action.
- (ix) A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.
- (x) Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence.
- (xi) It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower.

The chief attribute of a Sociology graduate is that she/he is well prepared in discharging her/his responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

Table 7: Semester wise Examination Structure in Discipline Courses:

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	BAS101	Principles of Sociology	4	30	70	---
II	BAS201	Classical Sociological Thinkers	4	30	70	---
	BAS202	Social Stratification	4	30	70	---
III	BAS301	Indian Society – I	4	30	70	---
	BAS302	Rural Sociology	4	30	70	---
IV	BAS401	Urban Sociology	4	30	70	---
	BAS402	Indian Sociological Thinkers	4	30	70	---
	BAS403	Population and Society	4	30	70	---
V	BAS501	Social Anthropology	4	30	70	---
	BAS502	Family, Marriage and Kinship	4	30	70	---
	BAS503	Indian Society – II	4	30	70	---
VI	BAS601	Political Sociology	4	30	70	---
	BAS602	Modern Sociological Thought	4	30	70	---
	BAS603	Social Movements	4	30	70	---
	BAS604	Crime And Society	4	30	70	---
VII	BAS701	Research Methods And Statistics	4	30	70	---
	BAS702	Social Change and Development	4	30	70	---
	BAS703	Sociology of Globalization	4	30	70	---
	BAS704	Sociology of Tribes	4	30	70	---
VIII	BAS801	Sociology of Religion	4	30	70	---
	BAS805 BAS806 BAS807	Sociology of Gender	4	30	70	---
		Environmental Sociology	4	30	70	---
		Sociology of Education	4	30	70	---
	or BAS803 BAS804	Research Methodology	4	30	70	---
		Project Dissertation/ Research Internship/ Field Work	8	---	---	200
		Total Credit	92			

Table 8: Semester wise Course Code and Credit Points for Skill Enhancement Courses:

Semester	Skill Enhancement Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	BAS104	Reading, Writing and Reasoning for Sociology	3	---	75	---
II	BAS205	Techniques of Social Research	3	---	75	---
III	BAS305	Elementary Computer Application Softwares	3	---	75	---
		Total Credit	9			

Table 9: Semester wise Course Code and Credit Points for Minor Courses:

Semester	Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	BAS102	Introductory Sociology	4	30	70	---
III	BAS303	Modern Indian Social Thinkers	4	30	70	---
V	BAS504	Culture and Society	4	30	70	---
VII	BAS705	Rural Society in India	4	30	70	---
		Total Credit	16			

SEMESTER I

I. MAJOR COURSE –BAS101: PRINCIPLES OF SOCIOLOGY

Marks: 30 (5 Attd.+5 Asssignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce students to the discipline of Sociology and orienting them to thinking sociologically.
2. To familiarise students with the relationship between Sociology and other Social Sciences
3. To introduce students to some of the basic concepts of Sociology.

Course Learning Outcomes:

1. Students will be able to orient themselves to ways of sociological thinking.
2. They will be able to explain and apply the key concepts in Sociology.

Course Content:

UNIT 1: Sociology: Discipline and Perspective

1.1 Thinking Sociologically

- a. Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- b. Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- c. Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology

- a. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

UNIT 2: Sociology and Other Social Sciences

- a. Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
- b. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

UNIT 3: Basic Concepts

3.1 Individual and Group

- a. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter4.Pp83-94; Chapter 5. Pp104-115; Chapter 8, Pp.185-209.

3.2 Associations and Institutions

- a. Horton, Paul B., Chester L. Hunt.2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter9, Pp. 210-229.

3.3 Society and Culture

- a. Macdonald, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter3, Culture, Pp 70-95. Pearson. New Delhi.
- b. Redfield, Robert1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.)
- c. *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

UNIT 4: Major Perspectives in Sociology

4.1 Functionalism

- a. Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter1, What is a Social Fact? Pp. 50 – 59.
- b. Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

4.2 Conflict Perspective

- a. Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31-66

Essential Reading:

1. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.

COURSES OF STUDY IN “SOCIOLOGY” MINOR

MINOR COURSE-BAS102

(SEM-I)

I. MINOR COURSE- BAS102: INTRODUCTORY SOCIOLOGY

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The idea behind this course is to introduce the discipline of Sociology to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to sociological ways of thinking. They learn how to apply sociological concepts to the everyday life. To familiarise students with the different concepts in Sociology and also to highlight the distinction between common sense knowledge and Sociological knowledge. To make the students familiar with the different institutions and aspects of Indian society and make them view the same through a sociological lens. To introduce students to the different prominent schools of thought within the discipline of Sociology.

Course Learning Outcomes:

Familiarity with Sociology and its different concepts. Knowledge of Indian society and its institutions, features. Knowledge of different sociological perspectives.

Course Content:

UNIT 1: Emergence of Sociology

1.1 Origin and Scope of Sociology

Origin and scope of Sociology, and the history and development of sociology as a discipline, scope and classification of sociology, development of sociology as a subject in India.

- a. Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP Haralambos and Holborn: Sociology, Collins
- b. T.K. Oomen and P. N. Mukherji (eds.) *Indian Sociology: Reflections and Interpretations*: 1988, Bombay: Popular Prakashan

UNIT 2: Sociological Concepts:

Concept of society, Indian society, culture, social group, social institution, community and association, social organization, social change, social mobility, and social network.

- a. Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP
- b. Dictionary of Sociology, Oxford

UNIT 3: Indian Society:

Caste system in India, social stratification, class and power, nature and features of caste system, gender.

- a. Dipankar Gupta, *Social Stratification*, 1991, Oxford India Paperbacks
- b. Veena Das, *Handbook of Indian Sociology*, Oxford, 2004

UNIT 4: Sociological approaches:

Functionalist theory; Structural and structural functional theories; Conflict Theory- theory of alienation, dialectical materialism, the structures of capitalist society; Marx’s critical theory of social order; Contemporary theories – Postmodernism, Feminism.

- a. George Ritzer, *Sociological Theory*, 2011, Tata McGraw Hill

Reference Books:

1. Inkels A–What is Sociology, Printice-Hall of India, New Delhi
2. H. M. Jhonshan - An Introduction to Sociology, Allied Publishers, Delhi
3. Bottomore, T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)

I. AEC COURSE (for Sem-I) –BAS103A:

MIL-HINDI COMMUNICATION आधुनिक भारतीय भाषा -हिंदूk

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

पाठ्यक्रम के इस अंश का अधिगम परिणाम निम्नवत होगा – :

1. आधुनिक भारतीय भाषा के स्वरूप एवं विकासक्रम से अवगत हो सकेंगे।
2. आधुनिक भारतीय भाषा के संदर्भ में 'बापू' कविता का अध्ययन करेंगे।
3. पारिभाषिक शब्दावली एवं उसके स्वरूप की जानकारी /परिचय प्राप्त करेंगे।
4. व्यावहारिक हिंदी कार्यालयी हिंदी, वित्तीय हिंदी एवं तकनीकी हिंदी के अनुप्रयोग का ज्ञान प्राप्त करेंगे।

प्रस्तावित संरचना

इकाई 1. बापू - दिनकर ।

इकाई 2. पारिभाषिक शब्दावली, व्यावहारिक हिंदी, कार्यालयी – हिंदी, वित्तीय हिंदी, तकनीकी हिंदी ।

अनुशासित पुस्तकें - :

1. बापू ।
2. राजभाषा हिंदी – डॉ. कैलाशचंद्र भाटिया ।
3. प्रयोजनमूलक हिंदी – डॉ. बालेन्दु शेखर तिवारी ।
4. पारिभाषिक शब्दावली : कुछ समस्याएं – डॉ. भौलानाथ तिवारी ।

OR

**AEC COURSE (for Sem-I) –BAS103B:
ENGLISH COMMUNICATION**

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. Knowing the Learner
2. Teaching structures of English Language
3. Teaching Reading Skill
4. Teaching Writing Skill
5. Evaluating Reading and Writing Skills

Course Learning Outcomes:

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

1. get rid of their present flaws of reading skill
2. get rid of their present flaws of writing short compositions
3. get rid of their present flaws of writing long compositions

Unit – I

What is communication? Definition and Aspects

Unit – II

Reading Comprehension, Note-making and Summarising

Unit – III

Short compositions: Notice, Advertisement, Posters, Invitation

Unit – IV

Letter writing: Letter of Enquiry, Letter of Placing Order, Letter of Complaint, Letter of Request, Letter to the Editor, Letter to the Principal, Application for Job

Unit – V

Article writing, Resume writing

Suggested Reading:

1. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
2. Prescribed Text: R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press
3. Reader's Digest- How to Write and Speak Better
4. Gangal & Dere- Developing Writing Skills in English
5. N. Lal- New Style English Grammar and Composition

OR

AEC ELECTIVE COURSE BAS103C:

Gujarati

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

સાહિત્ય અને પ્રત્યાયન કીશલ - 1 (‘મરક મરક’ – રનિલાલ બોરીસાગર, પત્રલેખન)

OBJECTIVES- 1. કોઈ પણ વિદ્યાર્થીના વિદ્યાર્થીનો સાહિત્ય પ્રાણો અભિભૂત કરવા.
2. સાહિત્યકુનિઓ આસ્વાદ કરી શકે. અવનમૂલ્યોનું જ્ઞાન પ્રાપ્ત કરે તેમજ હાસ્યનું મહત્વ અને પ્રકાર જાણું.
3. સામાન્ય અને વાણિજ્ય પત્રવ્યવહારની સમજ ડેણવાને.
4. વિદ્યાર્થીનો સ્પર્ધાભક્ત પરીક્ષાની તેપારીના ભાગને કેટલીક સાહિત્યિક બાબનો વિશે જાણું.

OUTCOME - 1. કોઈ પણ વિદ્યાર્થીના વિદ્યાર્થીનો ગુજરાતી સાહિત્યના રીદ્ધિનો આસ્વાદ માણી સાહિત્ય પ્રાણો અભિભૂત વિશે.
2. અંગેન સમયના તસ્વારક્ષણ અવનમાં હાસ્યનિન્દાઓ હળવાશનો અનુભવ કરવાને.
3. સામાન્ય અને વાણિજ્ય પત્રવ્યવહારના અભ્યાસથી પત્રલેખનની ક્રમતા ડેણવાને.
4. વાણિજ્ય પત્રવ્યવહાર થીભવાણી સમાજમાં યોગ્ય અવગતન અને આધિક બાબતો સંદર્ભે સમયપોજન સાખતાં થીયાને.
5. વિદ્યાર્થીનો સ્પર્ધાભક્ત પરીક્ષાની તેપારીના ભાગને કેટલીક સાહિત્યિક બાબનો વિશે જાણું.

સાહિત્ય અને પ્રત્યાયન કીશલ - 1

(‘મરક મરક’ – રનિલાલ બોરીસાગર, પત્રલેખન)

ઓકમ - 1. ‘મરક મરક’નો કૃતિલક્ષી અભ્યાસ (પરસંદગીના આદ નિબંધો)

જૂનું એટલું... (૧)
સિટીબસ
વાત ચા છોક્કાની અને શરૂ કર્યાની
હુ સાયકલ કેમ થીયો
શવાન સાથે મુકાબલો
તમારી સાયકલ આપશો
મોડા ઊઠવા વિશે
વાંચવા લાવેલું પૂર્સતક પાછું ન આપવા વિશે

ઓકમ - 2. અ. પત્રલેખનનું સ્વરૂપ
બ. અભિનંદન, શુલેષ્ણ અને અનોપચારિક પત્રો
ક. વાણિજ્ય પત્રવ્યવહારનું માળખું અને તેની સામાન્ય માહિતી.

Recommended books:

સંદર્ભશીલ:

1. ગુજરાતી સાહિત્યકોશ – પ્રકા. ગુજરાતી સાહિત્ય પરિષદ
2. નિબંધ - ગ્રવીલું દરરદ
3. <https://gu.m.wikipedia.org>
4. <https://gujarativishwakosh.org>
5. www.bbc.com
6. <https://gujaratisahityparishad.com>
7. મુલાકાત – રનિલાલ બોરીસાગર – Pratilipi (Gujarati) you tube video
8. રનિલાલ બોરીસાગર – શબ્દક્ષયોત્ત્તી – સાહિત્ય વિમર્શી you tube video
9. વાણિજ્ય પત્રવ્યવહાર – પ્રકા. પોખુલર પ્રકાશન, સૂરત
10. ભાષાસંજનના અને બેખન-કીશલ, ડૉ. વોરેન્ડ્ર વ્યાસ
11. બેખન કીશલ – રનિલાલ નાયક
12. માનુભાયા: બેખનકીશલ અને શિક્ષણ-સંપાદ યોગેન્દ્ર વ્યાસ, પાઠ્ય દેસાઈ, પિંડી પંડુયા
13. ગુજરાતી બેખનકીશલ - ડૉ. બરસકુમાર ઠાકર, આદર્શ પ્રકાશન

II. SKILL ENHANCEMENT COURSE- BAS104: READING, WRITING AND REASONING FOR SOCIOLOGY

A

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) Theory: 45 Lectures

Course Objective:

1. Reading:

- (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
- (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
- (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
- (d) Identify general conclusions from specific details in texts

2. Writing:

- (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using:
Multi-draft approach: pre-writing, outlining, drafting, revising, and editing. Formal academic style. Information from several sources and synthesizing into their own writing. Internationally accepted methods of citation and referencing
- (c) Be able to treat reading and writing as complementary and synergistic
- (d) Be able to conceptualize and plan a research paper

3. Reasoning:

- (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Be able to develop scientific reasoning by reading texts for consistency and logic
- (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

Course Contents

1. Introduction: The virtues of repetition [Week 1]

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

- 1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).
- 1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of ‘CONTENT’ (does the summary contain most of the most important points made in the text?)
- 1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of ‘FORM’ (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts [Weeks 2-4]

2.1 Grasping the whole: How to get an overview

- 2.1.1 Titles as the shortest summary of a text
- 2.1.2 Good and bad titles
- 2.1.3 Section headings (where present)
- 2.1.4 Introductions and Conclusions
- 2.1.5 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

- 2.2.1 Beginning, middle and conclusion – stages of argument
- 2.2.2 The architecture of arguments: main, subsidiary, minor
- 2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

- 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
- 2.3.2 Contextualising texts with quick background research
- 2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose [Weeks 5–7]

3.1 Building a structure: What do you want to say?

- 3.1.1 Beginning, middle and conclusion – stages of argument
- 3.1.2 The architecture of arguments: main, subsidiary, minor
- 3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

- 3.2.1 How many sections? Job descriptions for each section
- 3.2.2 Paragraphs as key building blocks of academic prose
- 3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

- 3.3.1 The difference between paraphrasing and plagiarism
- 3.3.2 Quotations: When? Why? How?
- 3.3.3 Citation styles
- 3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 8]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

- 1.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.
- 1.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).
- 1.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

References:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Bailey, S. (2005). Academic Writing. London: Routledge
2. Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: University of Chicago Press, 2007
3. Creme, P. and Lea, M. (2006). Writing at University. Berkshire: Open University Press
4. Dillard, A. (1995). The writing life. New York, NY: HarperPerennial
5. Fairbairn, G. and Fairbairn, S. (2010). Reading at University. Buckingham: Open University Press
6. Douglas, Mary (1986) How institutions think, Syracuse University Press, Syracuse, New York.
7. Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company
8. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000
9. Keynes, John Maynard (1936) The general theory of employment, interest and money, Palgrave Macmillan, United Kingdom
10. Louis Dumont (1980) Homo Hierarchicus, University of Chicago Press.
11. Parsons, Talcott (1951): The social system, Glencoe III, Free Press
12. Romila Thapar (2004) Somanatha: The many voices of history, Penguin Books, India
13. Sunil Khilnani (1997) The idea of India, Penguin Books.
14. Thomson, A. Et. Al. Critical Reasoning. London: Routledge. 2001
15. Well-known guides to academic writing (such as Howard Becker's Writing for Social Scientists) will also be used where appropriate.

Additional Resources:

16. Axelrod Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. New York: St. Martin's Press. 1991.
17. Shrodes, Caroline. Et. Al (Eds.) The Conscious Reader. New York: Macmillan, 1988.

III. VAC –BAS105:
Constitutional Values and fundamental Duties

Marks: 30 (5 Attd.+5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

Course Learning Outcomes:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

Course Content:

UNIT- I The Constitution of India - An Introduction (5 Weeks)

- Federal Republic, Rule of Law, Separation of Powers
- Sovereignty, Socialism, Democracy
- Secularism and Sarva Dharma Sama Bhava

UNIT- II Constitutional Values (5 Weeks)

- Justice: Social, Political, Economic
- Liberty: Thought, Expression, Belief, Faith, Worship
- Equality: Equality before law & equal application of laws
- Fraternity: Dignity, Unity and Integrity

UNIT- III Fundamental Duties (5 Weeks)

- Reflecting on the ancient Indian notions of righteousness and duty consciousness
- Fundamental Duties- Article 51A [(a)- (k)]
- Legal status of Fundamental Duties - Judicial approach

Practical component (if any) - (15 Weeks)

- Reflections on some of the constitutional values/ fundamental duties and its contemporary relevance in day-to-day national life through group discussions and projects.
- Conduct workshops to spread awareness on the Fundamental Duties and Values.
- Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens.
- Students may share their experiences on Fundamental Duties and Values in the form of a Project Report.
- Any other Practical/Practice as decided from time to time

Essential Reading:

- Preamble to the Constitution of India, 1950.
- The Constitution of India, Articles - 14, 19, 21.
- The Constitution of India, Fundamental Duties [Ar. 51 A (a)- (k)].

• ***Suggested Reading :***

- Durga Das Basu, et al., *Introduction to the Constitution of India* (LexisNexis, 26th edn, 2022).
 - Leila Seth, *We, the Children of India: The Preamble to Our Constitution* (New Delhi, Puffin Books, Penguin Books India, 2010).
 - Mahendra Pal Singh, V.N. Shukla's *Constitution of India*, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
 - B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at:https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.

BAS106: E-COMMERCE

(Credits: Theory-03)

Theory: 45 Lectures**Marks: 75 (ESE: 3 Hrs) = 75****Pass Marks: Th (ESE) = 30****Course Learning Objectives:**

1. To know the students "Ecommerce" or "electronic commerce" as the trading of goods and services on the internet.
2. To know varieties of Business Transactions viz: Business to Business (B2B), Business to Customer (B2C), Customer to Customer (C2C) & Customer to Business (C2B).
3. To understand the present status and trends of E-Commerce; and
4. To reveal the key variables influencing the increased usage of E-Commerce

Course Learning Outcomes:

On successful completion of this course the student should be able to:

1. Know the technological aspects of e-commerce
2. Know the ways of electronic data interchange.
3. Understand the security aspects in e-commerce
4. Understanding Ethical, Social and Political issues in E-Commerce

Course Content:**UNIT- I: E-commerce and its Technological Aspects**

Overview of developments in Information Technology and Defining E-Commerce: The scope of E commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce, Architectural framework of Electronic Commerce, Web based E Commerce Architecture.

UNIT- II: Consumer Oriented E Commerce

E-Retailing: Traditional retailing and e retailing, Benefits of e retailing, Key success factors, Models of e retailing, Features of e retailing. E services: Categories of e-services, Web-enabled services, matchmaking services, Information- selling on the web, e entertainment, Auctions and other specialized services. Business to Business Electronic Commerce

UNIT- III: Electronic Data Interchange

Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System: Study and examine the use of Electronic Payment system and the protocols used, Study Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital economy: Identify the methods of payments on the net – Electronic Cash, Cheques and Credit cards on the Internet.

UNIT- IV: Security in E Commerce

Threats in Computer Systems: Virus, Cyber Crime Network Security: Encryption, Protecting Web server with a Firewall, Firewall and the Security Policy, Network Firewalls and Application Firewalls, Proxy Server.

UNIT- V: Issues in E Commerce

Understanding Ethical, Social and Political issues in E-Commerce: A model for Organizing the issues, Basic Ethical Concepts, Analyzing Ethical Dilemmas, Candidate Ethical principles Privacy and Information Rights: Information collected at E-Commerce Websites, The Concept of Privacy, Legal protections Intellectual Property Rights: Types of Intellectual Property protection, Governance.

Reference Books

1. Elias. M. Awad, " Electronic Commerce", Prentice-Hall of India Pvt Ltd.
2. Ravi Kalakota, Andrew B. Whinston, "Electronic Commerce-A Manager's guide", Addison-Wesley.
3. Efraim Turban, Jae Lee, David King, H. Michael Chung, "Electronic Commerce–A Managerial Perspective", Addison-Wesley.
4. Elias M Award, "Electronic Commerce from Vision to Fulfilment", 3rd Edition, PHI,
5. Judy Strauss, Adel El-Ansary, Raymond Frost, "E-Marketing", 3RDEdition, Pearson Education.

SEMESTER II

I. MAJOR COURSE- BAS201: CLASSICAL SOCIOLOGICAL THINKERS

Marks: 30 (5 Attd. +5 ASSIGNMENT+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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Course Objectives:

1. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome:

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Content:**UNIT 1: Auguste Comte****1.1 Law of Three Stages**

- a. Comte, Auguste, 1830, *The Course of Positive Philosophy*

UNIT 2: Karl Marx**2.1 Dialectics and Historical Materialism.****2.2 Class Struggle**

- a. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp.16-80 (A Critique of the German Ideology), pp. 98-137
- b. (Manifesto of the Communist Party), pp.142-173 (Wage Labour and Capital), pp.502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

UNIT 3: Max Weber**3.1 Social Action and Ideal Types****3.2 Religion and Economy**

- a. Weber, Max.1947. *The Theory of Social and Economic Organization*. New York, The Free Press, pp.87-123
- b. Weber, Max.2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

UNIT 4: Emile Durkheim**4.1 Social Fact****4.2 Suicide**

- a. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144
- b. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.
- c. Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch2&3 pp.70-133.

II. MAJOR COURSE- BAS202: SOCIAL STRATIFICATION

Marks: 30 (5 Attd. + 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
3. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Content:

UNIT 1: Introducing Stratification

- a. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

UNIT 2: Theories of Stratification

2.1 Marx, Weber and Class

- a. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.2 Functional theory of stratification

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

UNIT 3: Identities and Inequalities

3.1 Caste and Race

- a. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No.1 (1963) pp. 107-124
- b. Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

3.2 Feminism and Gendered Stratification

- a. Begum Rokeya, Sultana's Dream
- b. 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

UNIT 4: Social Mobility: Concept and types

- a. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.

Suggested Readings:

1. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
2. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
3. Beteille, Andre, Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
4. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397
5. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

6. Goldthorpe, J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, Oxford; Clarendon press.
7. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. *American Sociological Review* 28.5 (1963), pp. 805-808
8. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

VOCATIONAL COURSE – II

“ORGANIC FARMING”

Semester-II

BAS203: PRINCIPLES OF ORGANIC FARMING

(Credits: Theory-03)

Theory: 45 Lectures

Marks: 75 (ESE: 3 Hrs) = 75	Pass Marks: Th (ESE) = 30
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Course Learning Outcomes:

1. This course provides an introduction to the study of intelligence, mind and brain from an interdisciplinary

Course Content:

UNIT- I:

1. Organic farming – definition – need – scope – principles – characteristics - relevance to modern agriculture.
2. Different ecofriendly farming systems- biological farming, natural farming, regenerative agriculture – permaculture - biodynamic farming.
3. Relevance of organic farming to Jharkhand & other states in India, and global agriculture and future prospects- advantages - barriers.

UNIT- II:

1. Initiatives taken by the central and state governments, NGOs and other organizations for promotion of organic agriculture in India.
2. Organic nutrient sources and their fortification – organic manures- methods of composting
3. Green manures- bio fertilisers – types, methods of application – benefits and limitations.

UNIT- III:

1. Nutrient use in organic farming-scope and limitations.
2. Nutrient management in organic farming.
3. Organic ecosystem and their concepts.
4. Choice of crops and varieties in organic farming – crop rotations – need and benefits
– multiple cropping.

UNIT- IV:

1. Fundamentals of insect, disease and weed management under organic mode of production-cultural- biological methods-non chemical pest & disease management.
2. Botanicals- pyrethrum, neem seed kernel extract, neem seed powder, soluble neem formulations, neem oil.
3. Operational structure of NPOP – other agencies for organic production.

UNIT- V:

1. Inspection – certification - labelling and accreditation procedures for organic products.
2. Processing, - economic consideration and viability.
3. Marketing and export potential of organic products – national economy

Reference Books

1. Arun K. Sharma. 2002. A Hand book of organic farming. Agrobios, India. 627p.
2. Palaniappan, S.P and Annadurai, K.1999. Organic farming-Theory and Practice. Scientific publishers, Jodhpur,India. 257p.
3. Mukund Joshi and Prabhakarasetty, T.K. 2006. Sustainability through organic farming. Kalyani publishers, New Delhi. 349p.

4. Balasubramanian, R., Balakishnan, K and Siva Subramanian, K. 2013. Principles and practices of organic farming. Satish Serial Publishing House. 453p
5. Tarafdar, J.C., Tripathi, K.P and Mahesh Kumar, 2009. Organic agriculture. Scientific Publishers, India. 369p.
6. Tiwari, V.N., Gupta, D.K., Maloo, S.R and Soman, L.L. 2010. Natural, organic, biological, ecological and biodynamic farming. Agrotech Publishing Academy, Udaipur. 420p.
7. Dushyent Gehlot. 2005. Organic farming- standards, accreditation, certification and inspection. Agrobios, India. 357p

MNV 2A PRACTICAL:

Marks: Pr (ESE: 3Hrs) = 25	Pass Marks: Pr (ESE) = 10
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(Credits: Practicals-01) **30 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

<i>Experiment</i>	<i>= 15 marks</i>
<i>Practical record notebook</i>	<i>= 05 marks</i>
<i>Viva-voce</i>	<i>= 05 marks</i>

Practicals:

1. Visit to organic farm to study the various components, identification, and utilisation of organic products.
2. Compost making- aerobic and anaerobic methods
3. Vermicompost preparation
4. Preparation of enriched farm yard manure
5. Visit organic clusters and biocontrol lab to study the maintenance of bio-fertilizers/bio-inoculant cultures
6. Biological nitrogen fixers.
7. Methods of application of Bio-pesticides (Trichocards, BT, NPV)
8. Preparation of neem products and other botanicals for pest and disease control
9. Preparation of green pesticides.
10. Different methods of biofertiliser applications.
11. Quality analysis of biofertilisers/ bioinoculants and compost
12. Case studies of Indigenous Technical knowledge e (ITK) for nutrient, insect, pest, disease, and weed management
13. Economic analysis of the organic production system
14. Study of post-harvest management in organic farming
15. Study of quality parameters of organic produce
16. Visit organic farms to study the various components and their utilization

MIL-HINDI COMMUNICATION आधुनिक भारतीय भाषा -हिंदी

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

पाठ्यक्रम के इस अंश का अधिगम परिणाम निम्नवत होगा - :

5. आधुनिक भारतीय भाषा के स्वरूप एवं विकासक्रम से अवात हो सकेंगे।
6. आधुनिक भारतीय भाषा के संदर्भ में बापू कविता का अध्ययन करेंगे।
7. पारिभाषिक शब्दावली एवं उसके स्वरूप की जानकारी /परिचय प्राप्त करेंगे।
8. व्यावहारिक हिंदी कार्यालयी हिंदी, वित्तीय हिंदी एवं तकनीकी हिंदी के अनुप्रयोग का ज्ञान प्राप्त करेंगे।

प्रस्तावित संरचना

इकाई 1. बापू - दिनकर ।

इकाई 2. पारिभाषिक शब्दावली, व्यावहारिक हिंदी, कार्यालयी - हिंदी, वित्तीय हिंदी, तकनीकी हिंदी ।

अनुशंसित पुस्तकें - :

5. बापू ।	
6. राजभाषा हिंदी	- डॉ. कैलाशचंद्र भाटिया ।
7. प्रयोजनमूलक हिंदी	- डॉ. बालेन्दु शेखर तिवारी ।
8. पारिभाषिक शब्दावली : कुछ समस्याएं	- डॉ. भोलानाथ तिवारी ।

AEC COURSE (For Sem-II)- BAS204B:

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

ENGLISH COMMUNICATION

(Credits: Theory-02) Theory: 30 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. Knowing the Learner
2. Teaching structures of English Language
3. Teaching Reading Skill
4. Teaching Writing Skill
5. Evaluating Reading and Writing Skills

Course Learning Outcomes:

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

1. get rid of their present flaws of reading skill
2. get rid of their present flaws of writing short compositions
3. get rid of their present flaws of writing long compositions

Unit – I

What is communication? Definition and Aspects

Unit – II

Reading Comprehension, Note-making and Summarising

Unit – III

Short compositions: Notice, Advertisement, Posters, Invitation

Unit – IV

Letter writing: Letter of Enquiry, Letter of Placing Order, Letter of Complaint, Letter of Request, Letter to the Editor, Letter to the Principal, Application for Job

Unit – V

Article writing, Resume writing

Suggested Reading:

1. V. C. Mahto & Sushmita Chakraborty, *Basics of Communication: Opportunities and Challenges*, Rudra Publishers and Distributors, New Delhi
2. Prescribed Text: R. K. Sharma & Nidhi Singh, *Essential English for Better Communication*, Cambridge University Press
3. Reader's Digest- How to Write and Speak Better
4. Gangal & Dere- Developing Writing Skills in English
5. N. Lal- New Style English Grammar and Composition

III. SKILL ENHANCEMENT COURSE-BAS205: TECHNIQUES OF SOCIAL RESEARCH

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) Theory: 45 Lectures

Course Objectives:

1. This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.
2. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.
3. A minimum of two hours each working day devoted for this course meet the objective.

Course Contents:

The course will be based on exercises to be done in groups.

1. Research Design (Week 1- 2)

- 1.1 Bryman, A.2008, Social Research Methods, Oxford: Oxford University Press, Chapter 2,3,4&5, pp. 29-136
- 1.2. Amir B. Marvasti,2004, Qualitative Research in Sociology, London: Sage, Chapter 2,3,4,5,6&7, pp.14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 3-5)

- 2.1 Lofland J. and Lofland L. 1984, Analysing Social Settings: A Guide to Qualitative Observation and Experiment, California: Wadsworth
- 2.2 Morgan, David L. 1996, "Focus Groups", Annual Review of Sociology 22, pp. 29-52

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis (Weeks 6-7)

(Students will be introduced to the use of Statistical Software Packages)

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question (Week 8)

Choose a research question, identify statement(s), hypothesis and concepts.

Operationalize concepts and match the methods and tools for data collection.

Course Learning Outcomes:

1. This course aims to help students to understand tribal society and its distinct cultural characteristics.
2. It also intends to enhance the knowledge about current scenario of tribal society and its changing culture.
3. This course aims to help students to identify & understand the major issues in tribal development such as socio-political, economic, cultural & infrastructural.

Course Content:***UNIT-I: Tribal Concept, Meaning & Identity***

Meaning, definition and characteristics of tribe.

Concept of tribe from various perspective – British perspective, Indian perspective, tribals own perspective.

Constitutional Meaning of tribe.

UNIT-II: Tribal Organisations

Social Organisations: Tribal family, marriage, kinship, Yuvagruh, Religion and customary practices.

Economic organisations: Concept, forms, functions and changing nature. Political Organisations: Tribal council, customary laws and practices.

UNIT-III: Tribal Culture

Component of tribal culture: Dance, Drama, Folklore, dialect, Instruments. Religion, customs &

Rituals Literature and Art, Life philosophy in cultural practices.

UNIT-IV: Tribal Transformation

Tribe-caste Continuum

Detribalisation, 'Sanskritization' and Religions converversions, 're- tribalisation' Assertion of tribal identity, revitalisation. Cultural invation and culture of silence Cultural synthesis, Cultural action for tribal freedom,

Cultural hegemony

UNIT-V: Socio-Political Issues

Social Issues, Political issues such as political participation, Tribal self-rule Educational issues-accessibility, marginalisation, migration, drop-out.

Health issues-accessibility, malnutrition, mortality & morbidity, reproductive health, anemia and sickle cell anemia. Superstitions, addiction, isolation.

UNIT- VI: Economic Issues

Land alienation & Agriculture Poverty & indebtedness Unemployment

UNIT-VII: Infrastructural Issues Habitat and settlement Basic civic Amenities

Transportation & communication. Access to Forest.

UNIT-VIII: Cultural Issues

Cultural conflicts

Customary laws, rituals & customs

Public space & Journalism in Tribal areas. Cultural invation and domination. Culture of silence.

Reference Books

1. Dynamics of Tribal migration, Sonali Publication New Delhi.
2. Frontiers of Social Anthropology, Amitabha Sankar, Dasgupta Samira -Gyan Books PVT LTD Delhi 1990.
3. Gare G M, Social Change, Among the tribal of western Maharashtra, 1974.
4. Mishra R N, Tribal cultural and Economy - Ritu Publication.
5. Mohanty P K, Encyclopaedia of scheduled Tribes -2006 Gyan PVT LYD.
6. Sharma B.D, People of India Series, New Delhi.

7. Singh k S, Tribal situation in India, Indian Institute of Advanced Study, Simla,1972.
8. Vidarthi L P, Tribal culture of India, Concept publishers New Delhi 1976.
9. Freire Paulo, Pedagogy of the Oppressed;30th Anniversary Edition
10. Gramsci Antonio; Prison Notebooks, Vol.2, Colombia University Press
11. Sachindra Narayan, The Dynamics Of Tribal Development Issues and Challenges -2002, Gyan Books PVT LTD Delhi

SEMESTER III

I. MAJOR COURSE- BAS301: INDIAN SOCIETY – I

Marks: 30(5 Attd. + 5 assignment+20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
2. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Indian Society: Concepts and Institutions

1.1 **Varna System**, Ashram –Characteristics

1.2 **Caste**: Concept and Critique

- a. Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.

1.3 **Village: Characteristics and Change**

- a. Madan, V., 2002, “Introduction” in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

1.4 **Kinship: Types and Usages**

- a. Karve, I., 1994, “The Kinship Map of India”, in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73.

UNIT 2: Social Inequality and Exclusion

1.1 Caste Prejudice, Scheduled Castes, and Other Backward Classes

UNIT 3: Weaker Sections

3.1 Minorities 3.2 Women

UNIT 4: Social Problems in India

4.1 Social Problems: Meaning and Definition

4.2 Sociological Perspectives on Social Problems – Anomie and Suicide

4.3 Issues – Causes and remedies - Dowry, Domestic Violence, Communalism, Casteism

Essential Readings:

1. J. P. Singh, *Bharat Ka Adhunik Samaj* (Society in Modern India), Jaipur: Rawat Publ. House, 2019.
2. J. P. Singh, *Adhunik Bharat Men Samajik Parivartan*: New Delhi: PHI Learning, 2016 (2nd Edition).
3. J. P. Singh, *Badalte Bharat Ki Samshyaen*, Patna: Janaki Prakashan, 2003.PHI learning, New Delhi
4. Sociology of change and development: G.R. Madan, Vivek Prakashan, New Delhi

5. Globalization and Society: Ravi Prakash Pandey, Shekhar Publication, Allahabad

II. MAJOR COURSE-BAS302: RURAL SOCIOLOGY

Marks: 30 (5 Attd. +5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

This course explores the traditions of enquiry and key substantive issues in rural sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging agrarian concerns.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. Concepts of rural sociology
2. Issues of agrarian society and its transformation

Course Content:

UNIT 1: Introduction to Rural Sociology

1.1 Nature, scope and importance

- a. Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay

1.2 Village- concept and features

- a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

1.3 Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)

- a. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

1.4 Family – concept and types, changing family structure in India

UNIT 2: Migration

2.1Types

2.2Factors

- a. Rao, M.S.A., 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

UNIT 3: Agrarian structure and classes

3.1 Agrarian structure in Historical Perspective: Feudal, Colonial and Capitalist.

3.2 Agrarian Classes landlord, peasant, tenant, and labourer.

UNIT 4: Agrarian Reform

4.1 Principle and Practice

UNIT 5: Little Tradition – Great Tradition

UNIT 6: Innovation and Technology in Agricultural Practices

Essential Reading:

1. Desai, A. R., 1969, *Rural Sociology in India*, Popular Prakashan, Bombay
2. Doshi, S. L. & P. C. Jain, 1999, *Rural Sociology*, Rawat Publishers, Jaipur

**III. COURS CODE-BAS303:
Modern Indian Social Thinkers**

Marks: 75 (ESE: 3Hrs)

Pass Marks: Th (SIE + ESE) = 30

(Credits: Theory-03) Theory: 45 Lectures

Course Learning Outcomes:

On successful completion of this course the student should know:

- Students develop an ability to critically analyze Indian society
- Understand diverse perspectives on its social issues
- Apply these ideas to contemporary challenges.
-

Course Content:

UNIT 1: Indian Renaissance

- a) Raja Ram Mohan Roy: As a liberal political thinker Social Reforms
- b) Vivekananda Social and political ideas

UNIT 2: Liberal and Extremist thinkers

- a) Gokhale Political Liberalism
- b) Tilak Militant Nationalism

UNIT 3: Gandhi

Contribution to Indian Nationalism, Techniques of Political Struggle Satyagraha and Nonviolence, A Critique of Western civilization (Hind Swaraj), Ideal state – Views on state, Trusteeship, Decentralization, Socialism.

UNIT 4: Socialist Thinkers

- a) M.N. Roy Radical Humanism
- b) Lohia – Views on Socialism
- c) Jayaprakash Narayanan – Total Revolution
- d) E.M.S. Namboodiripad – Application of Marxism to Indian conditions.

UNIT 5: Social Justice

- a) B.R. Ambedkar Social Democracy, Ambedkar & Gandhi
- b) Sree Narayana Guru Social Reform Secularism Universalism

Essential Reading:

1. Alhuwalia, B. and Alhuwalia, M., *Raja Ram Mohan Roy and the Indian Renaissance*, New Delhi, Mittal Publications, 1991.
2. Appadorai, A., *Indian Political Thinking in the 20th century*, New Delhi, South Asian Publishers, 1987.
3. Balaram, N.E. *Keralathile Communiste Prasthanam (The Communist Movement in Kerala)*, Trivandrum, 1973.
4. Bhattacharjee, Arun, *The Prophets of Modern Indian Nationalism*, Delhi, Ashish Publishing House, 1993.
5. Cashman, R.L., *Myth of Lokmanya Tilak and Mass Politics in India*, Berkeley, University of California Press, 1975.
6. Chakaravati, G., *Gandhi: A Challenge to the Hindu Muslim Problem*, New Delhi, Eastern Books, 1991.
7. Chakrabarty Bidyut & Pandey, Kumar, Rajendra, *Modern Indian Political Thought*, New Delhi, SAGE Publications India Pvt Ltd, 2009.
8. Datta, Amlan, *Beyond Socialism*, Bombay, Popular Prakashan, 1993.
9. Desai, A.R., *Social Background of Indian Nationalism*, Bombay, Popular Prakashan, 1996.

**I. AEC ELECTIVE COURSE (For Sem-III)- BAS304A:
HINDI ELECTIVE 1 व्यावहारिक हिंदी - ।**

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

पाठ्यक्रम के इस अंश का अधिगम परिणाम निम्नवत होगा :-

1. प्रशासनिक पत्र – लेखन के नियमों से विद्यार्थी परिचित होंगे ।
2. पल्लवन एवं संक्षेपण का ज्ञान छात्रों को होगा ।
3. शब्द – शुद्धि एवं वाक्य शुद्धि के सामान्य नियमों से छात्र अवगत होंगे ।
4. कारक की विशेषताओं को विद्यार्थी समझ सकेंगे ।
5. निबंध – लेखन की कला विद्यार्थी जान सकेंगे ।

प्रस्तावित संरचना

इकाई 1. विविध पत्र लेखन, पल्लवन, संक्षेपण, वर्ण, वाक्य शुद्धि, शब्द-शुद्धि, मुहावरे- लोकोक्तियाँ, उपसर्ग-प्रत्यय, कारक ।

इकाई 2. निबंध – पर्यावरण, नैतिकता, विज्ञान, साहित्य, राष्ट्रीयता पर आधारित ।

अनुशासित पुस्तकें :-

1. आधुनिक हिंदी व्याकरण और रचना	– वासुदेव नंदन प्रसाद ।
2. वृहत व्याकरण भास्कर	– डॉ. वचनदेव कुमार ।
3. वृहत निबंध भास्कर	– डॉ. वचनदेव कुमार ।
4. सुबोध हिंदी व्याकरण और रचना	– डॉ. श्याम नंदन शास्त्री ।

II.

III. AEC ELECTIVE COURSE (For Sem-III)- BAS304B: ENGLISH

Marks: 50 (ESE: 1.5Hrs) = 50

Pass Marks: Th (ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students use simple and acceptable English to convey their ideas in English in writing
2. to make students communicate information clearly and effectively in all kinds of environment and contexts
3. to sensitize students to creative expression
4. to make students use the language effectively

Course Learning Outcomes:

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

1. convey their ideas in English using simple and acceptable English in writing
2. develop a love for Literature
3. try their hand at creative writing
4. develop the ability to use the language correctly and effectively

Course Content:

Unit-I

1. Paragraph Writing: Writing short paragraphs on given subjects
2. Story Writing: Constructing readable stories from the given outlines
3. Expansion: Expanding sentences or short passages into paragraphs
4. Paraphrasing: Paraphrasing short poems/stanzas
5. Essay writing

Unit-II

1. Subject-Verb Agreement: Using correct form of verbs in sentences
2. Modals: Using appropriate modals in sentences
3. Positive, Comparative and Superlative Degree: Changing the degree of comparison without changing the meaning
4. Synthesis of Sentences: Combining two simple sentences into one sentence
5. Sounds of English: symbols of different consonants and vowels used in dictionary

Suggested Reading:

1. R. K. Sharma & B. Singh – A Comprehensive English Grammar, Atlantic Publishers, New Delhi
2. Reader's Digest- How to Write and Speak Better
3. Wren and Martin- High School English Grammar and Composition
4. Gangal & Dere- Developing Writing Skills in English
5. B. N. Lal- New Style English Grammar and Composition

IV. SKILL ENHANCEMENT COURSE- BAS305: ELEMENTARY COMPUTER APPLICATION SOFTWARES

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

A Common Syllabus for FYUGP

(Credits: Theory-03) 45 Hours

Instruction to Question Setter for End Semester Examination (ESE):

There will be objective type test consisting of **Seventy-five questions of 1 mark each**. Students are required to mark their answer on **OMR Sheet** provided by the University.

Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Lecture)**

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Lecture)**

3. Operating system: What is an Operating System, Operating System Examples, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**

4. Concept of Software: What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**

5. Internet & its uses: Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

3. Microsoft Word: Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**

4. Microsoft Excel (Spreadsheet): Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**

5. Microsoft Power Point (Presentation Package): Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration **(5 Hours)**

6. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

Reference Books

1. Nishit Mathur, Fundamentals of Computer, APH publishing corporation (2010)
2. Neeraj Singh, Computer Fundamentals (Basic Computer), T Balaji, (2021)
3. Joan Peppernau, Microsoft Power Point 2016 step by step, Microsoft press (2015)
4. Douglas E Corner, The Internet Book 4th Edition, prentice -Hall (2009)
5. Steven Welker, Office 2016 for beginners, Create Space Independent Publishing Platform (2016)

6. Wallace Wang, Microsoft Office 2019, Wiley (January 2018)
7. Noble Powell, Windows 11 User Guide For Beginners and Seniors, ASIN, (October 2021)

BAS306: SOCIETY & PSYCHOLOGY

(Credits: Theory-03)

Theory: 45 Lectures**Marks: 75 (ESE: 3 Hrs) = 75****Pass Marks: Th (ESE) = 30****Course Learning Outcomes:**

1. To impart knowledge of the basic concepts and modern trends in Social Psychology
2. To foster interest in Social Psychology as a field of study and research
3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context

Course Content:***UNIT I: The Field of Social Psychology***

1. Social Psychology: what it is and what it does
2. Methods of social psychology
3. The role of theory in Social Psychology

UNIT II: Social Cognition & Perception

1. Social and person perception
2. Determinants of person perception
3. Theories of social perception-festinger's social comparison theory and Bem's self-attribution theory
4. Nature of interpersonal behaviors

UNIT-III

1. Social cognition and characteristics of social cognition
2. Affect and Cognition: how feelings shape thought and thought shapes feelings
3. Strategies of social cognition
4. Attribution: Understanding the Causes of Others' Behaviour
5. Impression Formation and Impression Management

UNIT IV: Attitudes

1. Attitude Formation: How Attitudes Develop. When and why do Attitudes Influence Behaviour?
2. Dimension of attitude How do attitudes guide behaviors?
3. Measurements of attitude and resistance to attitude change
4. Cognitive Dissonance: What it is and how do we manage it?

UNIT V: Groups and Individuals

1. Groups: what is a social group. The benefits of joining social group and what groups do for us
2. Methods of studying group structure and group function
3. Group effectiveness---meaning, determinants and interactional factor
4. Decision Making by Groups: Approaches, models of decision making
5. Rational approach to decision-making and heuristic approach

Reference Books

1. Aronson, E., Wilson, T. D., & Akert, R. M. (2007). *Social Psychology*. (6th edn.), New Jersey: Pearson Education prentice Hall
2. Baumeister, R. F., & Bushman, B. J. (2008). *Social Psychology and Human Nature*. International student edition, Thomson Wadsworth USA
3. Delamater, J. D., & Myers, D. J. (2007). *Social Psychology*. (6th edn.), ThomsonWadsworth International student edition, USA
4. Franzoi, S. L. (2003). *Social Psychology*. (3rd ed.). New York McGraw Hill co.
5. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. (2007). *Social Psychology: Goals in Interaction*. (4th edn.). Pearson Education Allyn and Bacon, Boston
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social Psychology*. (12th edn.). New Delhi: Pearson Education

SEMESTER IV

I. MAJOR COURSE- BAS401: URBAN SOCIOLOGY

Marks: 30 (5 Attd. +5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. Urbanisation is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Course Content:

UNIT 1: Introduction to Urban Sociology

1.1 Nature, Scope and Importance of Urban Sociology

- a. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

1.2 Concepts – Urban, Urbanism and the City (concept and types)

- a. Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

UNIT 2: Movements and Settlements

2.1 Town and its types, Slums

- a. Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

UNIT 3: Community

3.1 Formation of urban communities

3.2 Rise of New Middle Class – Occupation, Culture

- a) Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

UNIT 4: Family 4.1 concept and types 4.2 changing family structure in India

UNIT 5: Rural and Urban differences, rural urban continuum

Essential Reading:

1. Singh, Prabhat Kumar, Migration and Urbanization, Janaki Prakashan, Patna
2. Singh, Prabhat Kumar, Migration and Occupational Mobility, Janaki Prakashan, Patna
3. Patel, Sujata & K. Deb (eds.) 2009, Urban Studies, Oxford University Press India.
4. Park, Robert, E., Ernest W. Burgess, Robert J. Sampson, 2019, The City, The University of Chicago Press, London

**II. MAJOR COURSE- BA402:
INDIAN SOCIOLOGICAL THINKERS**

Marks:30 (5 Attd. +5Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes:

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. Acquaint the students to the continuities and contradictions in Indian society
2. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
3. To help students understand the history of ideas related to the analysis of Indian society.

Course Content:

UNIT 1: G. S. Ghurye

1.1 Caste and Race

- a. Upadhyaya, 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
- b. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp114-140, 404-460

UNIT 2: D. P. Mukerji

2.1 Tradition and Modernity

- a. Madan, T.N. 2010, "Search for Synthesis: The Sociology of D.P. Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- b. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276
- c. Das.Veena.,2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp1-18

UNIT 3: M. N. Srinivas

3.1 Social Change

- a. Srinivas, M.N. 1996, "Indian Anthropologists and the study of Indian Society", *Economic and Political Weekly*, 31(11) 656-657
- b. Srinivas, M. N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

UNIT 4: Irawati Karve

4.1 Gender and Kinship

- a. Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

UNIT 5: R. K. Mukherjee 5.1 Civilisation

UNIT 6: Yogendra Singh 6.1 Modernization of Indian Tradition

Essential Readings:

1. G.S. Ghurye, *Caste and race in India*, Popular Prakashan, Bombay
2. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan,
3. Bombay Gail Omvedt, *Dalits and the Democratic Revolution*, Sage Publication, New Delhi

III. MAJOR COURSE- BAS403: POPULATION AND SOCIETY

Marks: 30 (5 Attd.+Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population.
2. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes:

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Content:

UNIT 1: Demography

1.1 Meaning & Scope

1.2 Subject Matter

1.3 Importance

1.4 Demography and Sociology

- a. Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press, pp. 52-60.
- b. Durkheim, Emile. 1982 (1895). The Rules of Sociological Method. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

UNIT 2: Concept

2.1 Fertility – Concept, Determinants

2.2 Mortality – Concept, Determinants

2.3 Population Structure – Age, Sex

2.4 Demographic Dividend

- a. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', Think India Quarterly, July-September, 10(3): 14-57.
- b. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.
- c. Jeffrey, Roger and Jeffrey, Patricia. 1997. Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge University Press, pp. 117-164.
- d. Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage Publications, pp. 316-356.
- e. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust, pp. 103-127.

UNIT 3: Theories

3.2 Mathusiam Neo Mathusiam

3.3 Theory of Optimum Population

3.4 Theory of Demographic Transition

- a. Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp. 01-11.
- b. Durkheim, Emile. 1982 (1895). The Rules of Sociological Method. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
- c. Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.

UNIT 4: Social Structure and Demography

4.1 Migration – Concept, Types

4.2 Urbanisation

4.3 Population Explosion

- a. Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.
- b. Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.
- c. Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

UNIT 5 : Population and Society of India

- a. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford University Press, pp. 61-77.
- b. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
- c. Bose, A. et. al. 1974 (ed.). *Population in India: Development*. 1947-2000, Delhi: Vikas Publishing House. (Relevant Chapters).

Essential Readings

1. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
2. Sen, Amartya, 2003. 'Population: Delusion and Reality', *Asian Affairs Caldwell*, John C. 2001. 'Demographers and the Study of Mortality: Scope, Perspectives and Theory', *Annals of the New York Academy of Sciences*, 954: 19-34.
3. Cassen, Robert 2016, India: Population, Economy, Society, Palgrave Macmillan UK
4. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.
5. Dyson, Tim 2018 A Population History of India From the first modern people to the present day, Oxford University Press
6. Davis, K. 1961. *The Population of India and Pakistan*. New York: Russell & Russell.
7. Bose, Ashish. (ed.). 1974. *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.

BAS404: FUNDAMENTALS OF CROP PHYSIOLOGY

(Credits: Theory-03)

Theory: 45 Lectures

Marks: 75 (ESE: 3 Hrs) = 75

Pass Marks: Th (ESE) = 30

Course Learning Objectives:

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

1. Explain the fundamental concepts and principles of crop physiology.
2. Describe the processes of plant growth and development.
3. Understand the physiological mechanisms of water and nutrient uptake in plants.
4. Analyse the role of photosynthesis and respiration in crop productivity.
5. Identify the impact of environmental factors on crop physiology.
6. Evaluate physiological responses of crops to biotic and abiotic stresses.
7. Apply physiological principles to enhance crop management and yield.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Understand Basic Concepts of Crop Physiology:
2. Describe the fundamental principles and concepts of crop physiology.
3. Explain the physiological processes essential for crop growth and development.
1. Comprehend Plant and Crop Anatomy:
2. Identify and describe the structure and function of different plant organs.
3. Understand the anatomical adaptations of crops to various environmental conditions.
4. Analyze Photosynthesis and Respiration:
5. Explain the processes of photosynthesis and respiration in crops.
6. Evaluate the factors affecting these processes and their implications on crop yield.

Course Content:

UNIT – I:

Introduction to Crop Physiology and its Importance in Agriculture.

Plant cell - The endomembrane system - Plasma membrane, endoplasmic reticulum, nuclear envelope, Golgi apparatus, vacuole, and endosomes - Structure and functional characteristics
- Plastids, mitochondria, oil bodies, peroxisomes, and glyoxysomes - Structure and functions.

UNIT, II:

Absorption of water: Diffusion and osmosis, water potential and its components, Importance of water potential, Active and passive uptake of water, Stomatal complex, Transpiration, Water use efficiency, Water use efficiency of C₃, C₄, and CAM plants, Water requirement / Transpiration ratio

Factors affecting WUE.

Mineral nutrition of plants, Essential mineral elements, Criteria of essentiality of mineral elements, Mengel's classification of mineral nutrients - Nutrient uptake mechanisms - Functional roles of N, P, K, S, Ca and Mg, Functional roles of Fe, Mn, Cu, Zn, B, Mo, Cl, Na, Co and Si, Deficiency symptoms of macro and micronutrients. Assimilation of mineral nutrients, Nitrate assimilation, Ammonium assimilation in plants, Biological nitrogen fixation, Free-living and symbiotic bacteria, Nodule formation, Nitrogenase enzyme complex.

UNIT, III:

Photosynthesis: Reactions of photosynthesis, Energy synthesis, Principle of light absorption by plants, Light reactions - Cyclic and non-cyclic photophosphorylation, CO₂ fixation, C₃ and C₄ pathways, Significance of C₄ pathway, CAM pathway and its significance, Photorespiration and its significance, Photosynthetic efficiency of C₃, C₄ and CAM plants - Factors affecting photosynthesis (light, CO₂, temperature and water stress)
- Relationship of photosynthesis and crop productivity.

Respiration: Energy balance, Significance of respiration, Oxidative Pentose Phosphate Pathway (OPPP) and its significance, Growth respiration and maintenance respiration, Alternate respiration, Salt respiration, Wound

respiration.

Lipid metabolism, Biosynthesis of fatty acids in plastids, Functions of lipids Significance of lipids in plant metabolism.

UNIT, IV:

Physiology of flowering:

Photoperiosis and flowering, Importance of photoperiodism.

Classification of plants based on photoperiodic responses. Perception of photoperiodic stimulus, Biological clock, Phytochrome, Flowering hormones, Vernalization and flowering, importance of vernalization in agriculture.

Plant growth regulators:

Auxins, Occurrence, transport, biosynthesis, mode of action and physiological roles, Commercial uses.

Gibberellins, occurrence, transport, biosynthesis, mode of action and physiological roles, Commercial uses.

Cytokinins, Occurrence, transport, biosynthesis, mode of action and physiological roles, commercial uses. ABA,

Occurrence, transport, biosynthesis, mode of action and physiological roles, Commercial uses.

Ethylene, Occurrence, transport, biosynthesis, mode of action and physiological roles, Commercial uses.

Senescence and abscission:

Definition, Classification of senescence, Physiological and biochemical changes that occur during senescence - Prevention of leaf and flower senescence, Abscission and its relationship with senescence.

UNIT, V:

Post-harvest physiology:

Dormancy, Types of dormancy, Advantages, and Disadvantages of dormancy. Causes of dormancy, Remedial measures for breaking seed dormancy. Fruit ripening - Climacteric and non-climacteric fruits, Metabolic changes during fruit ripening - Hormonal regulation of fruit ripening, ripening induction and ripening inhibition, Use of hormones in increasing vase life of flowers. Metabolic changes during seed development - Seed viability and seed vigor - Tests of viability and vigor- Physiological maturity, harvestable maturity- Indices of physiological maturity in crops - Seed germination - Metabolic changes during seed germination.

Reference Books

1. Taiz, L. and Zeiger, E. 2010. Plant Physiology 5th edition, Sinauer Associates, Sunderland, MA, USA.
2. Gardner, F.P., Pearce, R.B., and Mitchell, R.L. 1985. Physiology of Crop Plants. Scientific Publishers, Jodhpur.
3. Noggle, G.R. and Fritz, G.J., 1983. Introductory Plant Physiology. 2nd Edition. Prentice Hall Publishers, New Jersey, USA.

MNV 2B PRACTICAL:

Marks: Pr (ESE: 3Hrs) = 25	Pass Marks: Pr (ESE) = 10
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(Credits: Practicals-01) **30 Hours**

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment	= 15 marks
Practical record notebook	= 05 marks
Viva-voce	= 05 marks

Practicals:

1. Photosynthesis and Respiration in Plants
2. Water Transport in Plants
3. Nutrient Deficiency Symptoms in Plants

AEC ELECTIVE COURSE (For Sem-IV)- 405A:**HINDI ELECTIVE 2 व्यावहारिक हिंदी - II****Marks: 50 (ESE: 1.5Hrs) = 50****Pass Marks: Th (ESE) = 20**

(Credits: Theory-02) Theory: 30 Lectures

पाठ्यक्रम के इस अंश का अधिगम परिणाम निम्नवत होगा :-

1. संवाद लेखन, कार्यालयी, हिंदी विविध पत्र लेखन, श्रुतिसम्भिन्नार्थक शब्द को विद्यार्थी सीखेंगे।
2. प्रेमचंद की कहानी संग्रह 'सोज़े वतन' में संग्रहित विविध कहानियों से विद्यार्थी अवगत होंगे।
3. विद्यार्थी व्याकरण संबंधी सामान्य जानकारी प्राप्त कर सकेंगे।

प्रस्तावित संरचना**इकाई - 1. 'सोज़े वतन'- प्रेमचंद।****इकाई - 2. संधि, समास, पर्यायवाची शब्द, विपरीतार्थक शब्द, तद्वित, कृदंत, अनेक शब्दों के लिए एक शब्द, श्रुतिसम्भिन्नार्थक शब्द, संवाद लेखन, कार्यालयी हिंदी, विविध पत्र लेखन।****अनुशासित पुस्तकें :-**

1. प्रेमचंद घर में	- शिवरानी देवी
2. वृहद व्याकरण भास्कर	- डॉ. वचन देव कुमार
3. वृहत निबंध भास्कर	- डॉ. वचन देव कुमार
4. सुबोध हिंदी व्याकरण और रचना	- डॉ. श्याम नंदन शास्त्री
5. प्रेमचंद की नीली आँखें	- डॉ. धर्मवीर

AEC ELECTIVE COURSE (For Sem-IV)- AEC 4B:**Marks: 50 (ESE: 1.5Hrs) = 50****Pass Marks: Th (ESE) = 20****ENGLISH ELECTIVE 2**

(Credits: Theory-02) Theory: 30 Lectures

Course Objectives:

The course will seek to achieve the following objectives:

1. to make students use simple and acceptable English to convey their ideas in English in writing
2. to make students communicate information clearly and effectively in all kinds of environments and contexts

3. to sensitize students to creative expression
4. to make students use the language effectively

Course Learning Outcomes:

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

1. convey their ideas in English using simple and acceptable English in writing
2. develop a love for Literature
3. try their hand at creative writing
4. develop the ability to use the language correctly and effectively

Course Content:**Unit I**

1. Autobiography Writing: Writing imaginary autobiography pretending to be an animal or an object
2. Dialogue Writing: Writing an imaginary conversation between two people
3. Report Writing: Reporting an event or incident
4. Process Writing: Factual description of a process
5. Appreciation of Poetry: Questions on the substance and form of a given poem
6. Book and Movie Reviews

Unit II

1. Determiners: Using suitable determiners in sentences
2. Prepositions: Using appropriate prepositions
3. Active and Passive Voice: Changing sentences from Active voice to Passive voice and vice-versa
4. Direct and Indirect Speech: Changing sentences from Direct to Indirect Speech and vice-versa

Suggested Readings:

1. Reader's Digest- How to Write and Speak Better
2. Wren and Martin- High School English Grammar and Composition
3. Gangal & Dere- Developing Writing Skills in English
4. B. N. Lal- New Style English Grammar and Composition

**IV. MINOR COURSE- BAS406:
STRESS MANAGEMENT**

Marks: 20 (5 Attd.+ 5 Assignment + 10 SIE: 1Hr) + 30 (ESE: 3Hrs) = 50

Pass Marks: Th (SIE + ESE) = 20

(Credits: Theory-02) Theory: 30 Lectures

Course Content:

Unit I

1. Concept, Nature and Dimensions of Stress
2. Stress : Its Effects, Causes and Ways of Coping

Unit II

1. Stress Management Tips Relaxation Techniques Stress and Faith Healing
2. Common Meditation Techniques:
3. Positive Forces of Nature Relaxation BY Music 2. 3. Exercise , yoga and meditation

Essential Readings :

- Title: Stress Management Publisher: Himalaya Author: Dr Satish Pai, Dr S Ravishankar, Dr H L Kaila, Shri S V Kamat Edition: Students Edition
- http://www.easternbookcorporation.com/moreinfo.php?txt_searchstring=14036

SEMESTER V

I. MAJOR COURSE- BAS501: **SOCIAL ANTHROPOLOGY**

Marks: 30(5 Attd.+5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. Introduction to Social Anthropology and its relation to Sociology.
2. To acquire familiarity with some of the concepts of Social Anthropology
3. To learn about Ethnography and important ethnographic studies in India

Course Learning Outcomes:

On completion of the course the student will be able to:

1. Understand the significance of social anthropology.
2. Carry out ethnographic research.
3. Explain important ethnographic works in Indian Sociology

Course Content:

UNIT 1: Concept of Social Anthropology

- 1.1 Scope
- 1.2 Subject Matter

- a. *Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'*
- b. *Madan and Majumdar- Introduction to Social Anthropology*

UNIT 2: Race

- 2.1 Concept
- 2.2 Characteristics
- 2.3 Classification

- a. *Levi-Strauss, C. 1958. Race and History. Paris: UNESCO*
- b. *Wallerstein, I. M. and E. Balibar (ed.) 1991. Race, Nation, Class: Ambiguous Identities. Verso. London*

UNIT 3: Magic, Religion and Science

- 3.1 Totem – Concept, Characteristic, Theory of Origin
- 3.2 Taboo –Concept and Factor
- 3.3 Religion – Theory of Origin
- 3.4 Magic – Concept and Its Elements
- 3.5 Magic and Science

- a. *Malinowski, B. (1992). Magic, science, and religion, and other essays. United States: Waveland Press.*

UNIT 4: Ethnography

- 4.1 Concept and Types

- a. *Kwame Harrison, Anthony, Ethnography, Understanding Qualitative Research (New York, 2018; online edn, Oxford Academic, 24 May 2018)*
- b. *Srinivas, M. N. (1980). The Remembered Village. United Kingdom: University of California Press.*

Essential Readings

1- Majumdar, D. N. & Madan, T. N., An Introduction to Social Anthropology, Mayur Paperbacks, Noida

**II. MAJOR COURSE- BAS502:
FAMILY, MARRIAGE AND KINSHIP**

Marks: 30 (5 Attd. +5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes:

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Content:

UNIT 1: Family

- 1.1 Concept
- 1.2 Feature
- 1.3 Functions
- 1.4 Types
- 1.5 Change
- 1.6 Joint Family – Concept, Characteristics, Meaning
 - a. Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP
 - b. MN. Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.
 - c. Dumont Louis. 1970 Homo Hierachicus: The Caste System and its Implications. Delhi: OUP.

UNIT 2: Marriage

- 2.1 Concept
- 2.2 Types
- 2.3 Changes, Its factors
- 2.4 Rules of Marriage
- 2.5 Marriage Transaction – Dowry Bride Price
 - a. Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakasham
 - b. Guha, Ranajit, ed. (1992) Subaltern studies. Delhi: OUP.
 - c. Sharmila Rege Sociology of Gender-SAGE Publications Pvt. Ltd (2003).

UNIT 3: Kinship

- 3.1 Meaning and Type
- 3.2 Usages
 - a. Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
 - b. Kalpana Kannabiran (2009) Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy. EPW-XLIV. 4-1-2009

UNIT 4: Approaches

- 4.1 Alfred Radcliffe-Brown
- 4.2 Claude Levi-Strauss
 - a. T N Madan (2006) Pathways: Approaches to the Study of Society in India. Oxford University Press.
 - b. T N Madan (2009) Modern Myths. Locked Minds Secularism and Fundamentalism in India. Oxford University Press.

UNIT 5: Kinship Organisation in India

– Regional Variations.

Essential readings:

1. Radcliff Brown, A. R., and Daryll Forde (eds.) 1950. African Systems of Kinship and Marriage London: Oxford University Press. (Introduction)
2. Shah, A. M. 1998. The Family in India: Critical Essays, New Delhi: Orient Longman.
3. Uberoi, Patricia. 1993. Family, Kinship and Marriage in India. New Delhi, Oxford University Press.
4. Bose, N. K. 1975. *The Structure of Hindu Society*. Delhi: Orient Longman.
5. Patricia Oberoi. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
6. Srinivas, M.N. 1987. *The Cohesive Role of Sanskritization and other Essays*. Delhi:
7. Srinivas. M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP
8. Yogendar singh (1986) Modernization of Indian Traditions- A systematic study of Social Change, Jaipur: Rawat Publications. Chapters:1, 5&6.
9. Dumont Louis. 1970 Homo Hierachicus: The Caste System and its Implications. Delhi: OUP.
10. Uberoi Patricia 1994, Family Kinship and Marriage in India, Oxford University Press
11. Grover Shalini, 2017, Marriage, Love, Caste and Kinship Support Lived Experiences of the Urban Poor in India, Taylor & Francis
12. Eqbal Afroze 2023, Family Marriage and Kinship
13. Channa S.M. 2006, Family, Kinship And Marriage, Cosmo Publications

III. MAJOR COURSE- BAS503: INDIAN SOCIETY – II

Marks: 30 (5 Attd+5 Assignment. + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
3. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
4. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
5. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Unity in Diversity

UNIT 2: Social Processes

2.1 Assimilation

2.2 Acculturation

2.3 Competition

UNIT 3: Perspectives on India

3.1 Nationalist Discourse

- a. Srinivas, M.N., 2002, “Nation-Building in Independent India”, in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

3.2 Subaltern Discourse

- a. Arnold, David and David Hardinan, 1994, Writings on South Asian History and Society, OUP.
- b. Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp. 1-8.

3.3 Indological Discourse

- a. Dumont, L. and D. Pocock, 1957, “For a Sociology of India”, *Contributions to Indian Sociology*, 1, Pp. 7-22.

UNIT 4: Social Change in India

4.1 Sanskritization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

4.2 Westernization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

4.3 Modernization

- a. Singh, Yogendra, 1973, *Modernization of Indian Tradition*,

4.4 Secularization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

Essential Readings:

1. J. P. Singh, Bharat Ka Adhunik Samaj (Society in Modern India), Jaipur: Rawat Publ. House, 2019.
2. J. P. Singh, Adhunik Bharat Men Samajik Parivartan: New Delhi: PHI Learning, 2016 (2nd Edition).
3. J. P. Singh, Badalte Bharat Ki Samshyaen, Patna: Janaki Prakashan, 2003. PHI learning, New Delhi
4. Sociology of change and development: G.R. Madan, Vivek Prakashan, New Delhi
5. Globalization and Society: Ravi Prakash Pandey, Shekhar Publication, Allahabad

SEMESTER VI

I. MAJOR COURSE BAS601: **POLITICAL SOCIOLOGY**

Marks: 30 (5 Attd.+5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. Political Sociology is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of political sociology.
2. To familiarize students with the basis of examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different political institutions, political processes and political change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the political and the social.
2. Familiarity with different theories and concepts issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

UNIT 1: Political Sociology- Meaning, Nature, Scope and Importance

- a. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24.

UNIT 2: Bureaucracy

- 2.1Introduction
- 2.2Definitions of Bureaucracy
- 2.3 Salient features of Bureaucracy
- 2.4 Types of Bureaucracy
- 2.5 Merits and Demerits

- a. Weber, Max. 1978, Economy and Society: An Outline of Interpretative Sociology, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
- b. Lukes, Steven. 2005, Power: A Radical View, 2nd Ed., Hampshire: Palgrave, pp. 14-49.

UNIT 3: Political Socialization

- 3.1 Meaning and Definition
- 3.2 Stages and Process
- 3.3Agencies
- 3.4Political Socialization in India

- a. Friedrich, P. 1968. 'The Legitimacy of Caciques', in M.J. Swartz (ed.): *Local Level Politics: Social and Cultural Perspectives* (243-269). University of London
- b. John T Guthrie 1981, 'political socialization. Journal of reading, Vol.25 pp 94-95.

UNIT 4: Political Culture

- 4.1 Meaning and Definitions
- 4.2 Nature and Characteristics of Political Culture

- a. Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, University of London Press, pp. 281-94

UNIT 5: Political Participation

- 5.1 Nature
- 5.2 Aspects of Political Participation
- a. Marshall, T. H. 1964. *Class, Citizenship and Social Development*. Chicago: University of Chicago Press. (Chapters 4, 13 and 14).

UNIT 6: Electoral Politics and Voting behaviour in India

- 6.1 Election – Meaning, Objectives, Importance
- 6.2 Factors Affecting Voting behaviours
- a. Kumar Sanjay, *Election in India an overview*

UNIT 7: Pressure Group and Interest Group

- 7.1 Introduction
- 7.2 Meaning and Definitions
- 7.3 Nature of Pressure Groups
- 7.4 Characteristics of Pressure Group
 - a. Chakraborty, Sunil Ranjan, 1974, Pressure Groups in West Bengal, in Indian journal of political science, April – June, volume 35.
 - b. Das Harihara and Sasmita das, 1988 Indian government and politics, discovery publication house Delhi.

UNIT 8: Democracy

- 8.1 Definition
- 8.2 Merits and Demerits
- a. Andre beteille, 2012, Democracy and its Institutions, oxford university press.

Suggested Reading:

- 1. Bottomore, T. B., Political Sociology, 1993, UMP
- 2. Kothari, R. (Ed): State and Nation Building: A Third World Perspective, Allied Publishers, Delhi, 1976
- 3. Kothari, R.: Democratic Polity and Social Change in India, Allied Publishers, Bombay
- 4. Gupta, Dipankar, Political Sociology in India: Contemporary Trends, 1996, Sangam Books Ltd.
- 5. Kumar, Anand, Political Sociology of India, 2013, Sage

II. MAJOR COURSE- BAS602: MODERN SOCIOLOGICAL THOUGHT

Marks: 30 (5 Attd +5 Assignment. + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. It is requiring that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content:

UNIT 1: Talcott Parsons

1.1 Action Systems and Pattern Variables

a) Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

UNIT 2: G. H. Mead

1.1 Symbolic Interactionism

a) Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

UNIT 3: Harold Garfinkel

3.1 Ethnomethodology

UNIT 4: Jurgen Habermas

4.1 Public Sphere, Theory of Communication

UNIT 5: Pierre Bourdieu

5.1 Forms of Capital

UNIT 6: Michel Foucault

2.1 Madness and Civilisation, Archaeology of Knowledge

Essential Readings:

1. Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.
2. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
3. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
4. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
5. Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California, pp 1-34. Chapter 1, The Concept of Enlightenment
6. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92
7. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.
8. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies
9. Black, Max ed. 1961. *Parsons Sociological Theory* in The Social Theories of Talcott Parsons: A Critical Examination. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

**III. MAJOR COURSE- BAS603:
SOCIAL MOVEMENTS**

Marks: 30(5 Attd.+5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
2. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
3. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

Course Content:

UNIT 1: Social Movements: Concepts and Types

- a) Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7
- b) Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

UNIT 2: Agrarian Movements in India

- a) Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". in Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, p. 41-61.

UNIT 3: Dalit Movements – Jotiba Phule, Periyar, Ambedkar

UNIT 4: Tribal Movements – Birsa Movement, Santhal Movement

UNIT 5: Environmental Movements – Chipko, Water Conservation, Narmada Bachao Andolan

Essential Readings:

1. Shah, Ghanshyam, 1990, *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications (English and Hindi versions)
2. Menon, Krishna and Ranjana Subberwal, 2019, *Social Movements in Contemporary India*
3. Gopal, Vishnu and Rajeev Nayan, 2004, *Sociology of Social Movement*, (Hindi), Varanasi: Academic Publication
4. Singh, VN, and Janmejay Singh, 2013, *Social Movements in India*, (Hindi), Rawat Publications

IV. MAJOR COURSE- BAS604: CRIME AND SOCIETY

Marks: 30 (5 Attd. + Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

On completion of this course, the students will be able to understand

1. This course situates crime in relation to a wide variety of social forces and institutions including neighborhoods, schools, the media, gender, and criminal justice.
2. Drawing upon criminological theory, students will deepen their understanding of how some of these institutions and forces contribute to crime.
3. Student will also examine crime and reactions to crime as part of the fabric of social and institutional life within contemporary Indian society.
4. In addition to these substantive considerations, they will also critically examine the links between theories and research designs and methods.

Course Learning Outcomes:

1. Acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.
2. Learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.
3. Critically analyze the conceptual and empirical underpinning of crime and society.

Course Content:

UNIT 1 Concept of Crime and Criminology

- 1.1Concept of Crime
- 1.2Characteristics of Crime
- 1.3Causes of Criminal Behaviors
 - a. Karan, Raj. (2002). Dictionary of Terrorism and Bio terrorism.IVY Publishing House, Delhi
 - b. Barnes, H. E., & Teeters, N. K. (1959). New horizons in criminology (2nd ed.). New York, Prentice-Hall.

UNIT 2 Theories of Criminal Behaviors

- 2.1Classical and New Classical
- 2.2Sociological
 - a. Ghosh, S. K. (1991), Indian Mafia. Ashish Publishing House.

UNIT 3 Crime Typologies

- 3.3Crime of Politics
- 3.4White Collar – Concept, Characteristics, Types
- 3.5Organised Crime
- 3.6Cyber Crime
 - a. Gandhirajan, C. K. (2004), Organized crime. A P H Publication Corporation.
 - b. Clinard, Marshall. (1983), Corporate crime. McMillan Publishing Co.
 - c. Nair, P. M. (2002), Combating Organized crime: Konark Publisher.

UNIT 4 Juvenile Delinquency

- 4.1Concept, Cyber, Factors
- 4.2Legislations
- 4.3Rehabilitations
 - a. Amodh K. Kanth; Juvenile Justice: The Indian Context and Prayas Experiment ‘Kumarappa Rockless Award Lecutre, Annyak Conference of the Indian Society of Criminology’, Chennai-2002.
 - b. Shir Kumar Dogra: ‘Criminal Justice Administration in India’. Deep and Deep Publications Pvt. Ltd., New Delhi, 2009.
 - c. Rakesh, M. (1994). Computer crimes: Concept, Control and Prevention. Goyal Sysman Computers Pvt. Ltd. Bombay.

UNIT 5 Criminal Justice System

5.1 Process

5.2 Role of Police in Crime prevention

5.3 Courts

5.4 Punishment and Correction

- a. Paranjape, N. V. (2009). Criminology and Penology, Central Law Publications.
- b. Situ, Yingyi. (2000). Environmental crime: The criminal justice system's role in protecting the environment. Sage Publications, New Delhi.

Essential Readings:

- 1. Caldwell, R. G., Criminology, Ronald Press Co., New York
- 2. Ahuja, Ram, Youth & Crime, Rawat Publishers, Jaipur
- 3. Ahuja, Ram. (2000), Criminology, Rawat Publication, Jaipur
- 4. Brien, Martin O. (2008), Criminology: Routledge Publishers.
- 5. Tappan, Paul w. (1960). Crime, Justice, and Correction: McGraw-Hill Book Company, Inc. New York, Toronto, London.
- 6. Shah, Giriraj. (2002). Encyclopedia of international terrorism. Anmol Publications, New Delhi.
- 7. Grover, V. (2002). Encyclopedia of international terrorism.Vol.1,2&3, Deep & Deep Publication, Delhi.

Semester-VI

BAS605: PRINCIPLES OF SEED TECHNOLOGY

(Credits: Theory-03)

Theory: 45 Lectures

Marks: 75 (ESE: 3 Hrs) = 75

Pass Marks: Th (ESE) = 30

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Understand the Fundamentals of Seed Technology:
2. Describe the basic concepts and principles of seed technology.
3. Explain the importance and scope of seed technology in agriculture.
4. Comprehend Seed Development and Maturation:
5. Understand the processes involved in seed development and maturation.

Course Learning Outcomes:

1. Identify the stages of seed formation and the factors affecting seed quality & Seed Production Techniques:
2. Learn the methods and practices for producing high-quality seeds.
3. Understand the principles of seed multiplication and hybrid seed production.
4. Seed Processing and Storage:
5. Explain the techniques of seed processing including cleaning, grading, and treating seeds.
6. Understand the principles and methods of seed storage to maintain seed viability and vigor.

Course Content:

UNIT I:

Introduction to seed and seed quality: Seed, definition, Seed structure, Seed development, and maturation
Germination, phases of seed germination.

Dormancy, types of seed dormancy, Seed senescence, causes of seed senescence Seed quality characteristics, significance.

Classes of seed, Generation system of seed multiplication in the seed supply chain.

UNIT II:

Principles of Seed Production:

Seed replacement rate and varietal replacement, Seed Multiplication Ratio, Seed renewal period. Causes of varietal deterioration and maintenance Genetic and agronomic principles of seed production Factors affecting quality seed production

Methods of seed production of varieties and hybrids.

UNIT III:

Seed production techniques of crops:

Floral biology and pollination behavior, seed production techniques of varieties and hybrids of rice, maize, cotton varieties, and hybrids – Bt cotton

UNIT IV:

Seed production techniques for vegetable crops

Floral biology and pollination behavior, seed production techniques of varieties and hybrids of tomato, snake gourd, bitter gourd, ash gourd, ribbed gourd, and bottle gourd

UNIT V:

Post-harvest seed handling techniques:

Threshing methods, Drying. Methods of seed drying, Advantages and disadvantages.

Seed processing, definition, importance.

Seed cleaning and grading, upgrading, equipment, and working principles.

Seed treatment, importance, types.

Seed invigoration techniques, seed hardening, seed fortification, and seed priming.

Seed enhancement techniques, seed coating, and seed pelleting.

Reference Books

1. "Seed Technology and Its Biological Basis" by Michael Black, J. Derek Bewley, and Peter Halmer
2. "Principles of Seed Science and Technology" by Lawrence O. Copeland and Miller F. McDonald
3. "Seed Biology and Yield of Grain Crops" by Dennis B. Egli
4. "Seed Production: Principles and Practices" by S. S. Singh and M. L. Bhale
5. "Handbook of Seed Science and Technology" edited by Amarjit S. Basra
6. "Seed Quality: Basic Mechanisms and Agricultural Implications" edited by Amarjit S. Basra
7. "Vegetable Seed Production" by Raymond A. T. George
8. "Seed Production and Certification" by R. K. Agrawal and B. M. Dadlani
9. "Seeds: The Ecology of Regeneration in Plant Communities" edited by Michael Fenner and Ken Thompson
10. "Seed Dormancy and Germination" by J. D. Bewley, K. J. Bradford, H. W. M. Hilhorst, and H. Nonogaki

MNV 2C PRACTICAL:

Marks: Pr (ESE: 3Hrs) = 25

Pass Marks: Pr (ESE) = 10

(Credits: Practicals-01) 30 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

<i>Experiment</i>	<i>= 15 marks</i>
<i>Practical record notebook</i>	<i>= 05 marks</i>
<i>Viva-voce</i>	<i>= 05 marks</i>

Practicals:

1. Study of seed structure of agricultural and horticultural crops.
2. Seed dormancy breaking methods.
3. Acid delinting in cotton.
4. Detasseling techniques for hybrid seed production in maize.
5. Emasculation and dusting techniques for hybrid seed production in important field crops.
6. Practicing pre-germinative techniques, enhancing floral ratio and improving seed set in cucurbits
7. Fruit grading and seed extraction methods in vegetables - tomato, brinjal, chillies, bhendi and cucurbits.
8. Seed cleaning and grading techniques and detection of seed mechanical injury.
9. Collection of seeds.

SEMESTER VII

I. MAJOR COURSE- BAS701: RESEARCH METHODS AND STATISTICS

Marks: 30 (5 Attd. +5 Assignment+ 20 SIE: 1Hr) + 70(ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

Course Learning Outcomes:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Course Content:

UNIT 1: Methodological Perspectives

1.1 Comparative Method

- a. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

1.2 Feminist Method

- a. Hammersley, Martyn, “On Feminist Methodology” in *Sociology*, Vol.26, No.2 (May1992), pp.187-206, Sage Publications, Ltd.

1.3 Historical Method

UNIT 2: Doing Social Research

1.1 Social Research – Steps and Utility

- a. Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.

1.2 Concepts and Hypothesis

- a. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field View and Text View

- a. Srinivas, M.N. etal2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

UNIT 3: Methods of Data Collection

3.1 Quantitative and Qualitative Methods – Differences

3.2 Sources of data – primary and secondary

3.3 Sampling – Meaning, Types

3.4 Questionnaire – Meaning, Types

3.5 Interview–Meaning, Types

3.6Observation – Meaning, Types

- a. Bailey, K. (1994). Survey Sampling In *Methods of Social Research*. Simon and Schuster, 4th ed. The Free

Press, New York NY 10020.Ch-5. Pp. 81- 104.

- b. Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
- c. Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.
- d. Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

UNIT 4: Statistical Methods

4.1 Overview of Statistics in Sociology

- a. Raftery A. E. 'Statistics in Sociology, 1950-2000', *Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

4.2 Graphical and Diagrammatic presentation of data – Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives

- a. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

4.3 Measures of Central Tendency-Simple Arithmetic Mean, Median and Mode

- a. Gupta, S. P., (2007), *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.155- 168, 173-180, 187-197.

4.4 Measures of Dispersion -Standard Deviation, Variance and Covariance.

Essential Readings:

1. Gupta, S. P. (2007), *Elementary Statistical Methods*, Sultan Chand & Sons, Pp.263-277.
2. Gupta, S. P. (2007) Elementary statistical Methods, Sullani Chand & Sons, New Delhi
3. Kothari, C. R. 1989, Research Methodology, Wiley Easlerin, Baglore.
4. Young, P.V. 1988 Scientific Social Surveys & Research Parentice Hall, New Delhi
5. Ahuja, Ram, 2001, Research Methods, Rawat Publications Jaipur

II. MAJOR COURSE- BAS702: SOCIAL CHANGE AND DEVELOPMENT

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post- colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes:

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in post-colonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Content:

UNIT 1: Concepts

1.1 Development Concepts and characteristics

- a. Hann, Chris. And Keith Hart. *Economic Anthropology*. Cambridge, U K: Polity Press, 2011. Pp. 100-119

1.2 Evolution

1.3 Progress

- a. Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.
- b. Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.
- c. Visvanathan, Nalini, Lynn Duggan, Laura Nison off & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
- d. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

UNIT 2. Theories of Change

2.1 Evolutionary

2.2 Conflict

2.3 Cyclical Theory

2.4 Underdevelopment

2.5 World System

- a. Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.
- b. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.
- c. Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

UNIT 3: Contemporaries themes in Development

3.1 Sustainable Development

3.2 Environment and Development

Essential Readings:

1. Dreze Jean, And Amrtya Sen (1996)- Indian Economic Development & Social opportunity, New Delhi. Desai A. R. 1985, India's path of development, A Marxist approach, Popular Prakashan Bombay.
2. Giddens Anthony 1996 Global Problems and Ecological Crisis, In Introduction to Sociology, 2nd Ed, New York, W. W. Nortons Co.
3. Sharma, S. L. 1986, Development: Socio-Cultural Dimensions, Rawat Jaipur.
4. Srinivas, M. N. 1966, Social Change in Modern India, Barkley University, London
5. Sharma, S. L. 1994, Perspective on sustainable in South Asia, Kualalumpur ADIPAUNDP 1997- Human Development Report, Oxford University Press, New York UNDP-Sustainable Development, New York
6. World Bank, 1995, World Development Report, New York
7. Harrison. D. 1989 – The Sociology of Modernization and development, Sage Publication, New Delhi
8. Singh Y.: Culture Change in India: Identity and Globalization, Rawat Publication, Jaipur
9. Appadurai, Arjun 1997, Modernity at large: Cultural Dimensions of Globalization, Oxford, N. Delhi

III. MAJOR COURSE- BAS703: SOCIOLOGY OF GLOBALIZATION

Marks: 30 (5 Attd. + 5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. The course intends the students to understand globalization in its historical context and have theoretical understanding of globalization from sociological perspectives.
2. It aims to develop a critical understanding of issues that are related to socio- cultural, economic and political implications of globalization in the contemporary world.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. The meaning of globalization, and its associated concepts and agencies
2. The impact of globalization on society
3. Importance of studying globalization in sociology

Course Content:

UNIT 1: Globalisation – Concept, Characteristics, Historical Context of Globalisation

Bauman, Z. 1998. *Globalization. The Human Consequences*. UK: Polity Press.

Ritzer, G. 2010. *Globalization, A basic text*. UK: Wiley Blackwell.

UNIT 2: Agents of Globalisation

- 2.1 Media, Market, - Global Village
- 2.2 Government Agencies
- 2.3 Multinational Corporations
- 2.4 National - International Agencies – International Monetary Fund, World Bank, World Trade Organization

McLuhan, M., Powers, B. R. (1992). *The Global Village*. United Kingdom: Oxford University Press.

UNIT 3: Mass Culture Globalisation,

- 3.1 Role of Information Technology and Mass Communication
- 3.2 McDonalization
- 3.3 Risk Society
- 3.4 Cultural Homogenization and Hybridization

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.

Ritzer, G. 2015 : *The McDonaldization of Society*, New Delhi : Sage

Beck, U. (1992). *Risk Society: Towards a New Modernity*. India: SAGE Publications.

UNIT 4: Globalisation and Localisation

UNIT 5: Globalisation and Indian Experience

Somayaji, S (eds.) 2006. *Sociology of Globalisation: Perspectives from India*. Jaipur: Rawat.

Palanithurai and Ramesh. R. 2008. *Globalisation Issues at the Grassroots*. New Delhi: Rawat

Essential Readings:

1. Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.
2. Kiely, Ray and Phil Marfleet (eds.). 1998. *Globalization and the third world*. London: Routledge. Waters, Malcolm. 1996. *Globalization*. London: Routledge.
3. Singh, Y., *Cultural Change in India: Identity and Globalization*, Rawat Publication

IV. MAJOR COURSE- BAS704: SOCIOLOGY OF TRIBES

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. To introduce the concept of tribe and its different aspects.
2. To familiarise students with the economic, cultural and social life of tribes in India with a special focus on Jharkhand.
3. To familiarise students with the issues concerning tribes in India.
4. To familiarise students with the transformations in tribal society.

Course Learning Outcome:

1. The student will be able to understand the concept of tribe and different aspects of tribal societies.
2. The student will be able to understand issues both historical and contemporary concerning tribes in India

Course Content:

UNIT 1: Concept

1.1 Definition of Tribe – different perspectives

- a. Xaxa, Virginuis, 1999, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, Issue No. 51
- b. Madan and Majumdar Introduction to Social Anthropology
- c. Roy Burman, B.K., 1970, *Tribes in Perspective*, Delhi: Mittal Publications

UNIT 2: Features of Tribal Society

2.1 Family - Types

2.2 Marriage and Kinship, Kinship Terminology

2.3 Economy

- a. Sinha, S. 1958. Tribal Culture of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization A Preliminary Statement, *Journal of American Folklore* 71(7)
- b. ----- (ed.). 1987. *Tribal Politics and State System in Pre-Colonial Eastern and North Eastern India*. Calcutta: Centre for Studies in Social Sciences.
- c. Bose, P.K., 1984, *Classes and Class Relations among Tribes of Bengal*, Delhi: Ajanta Books International
- d. Mehrotra, N., 1992, 'Angami Naga Women: Some Reflection on their Status, in S.M. Channa (ed.) *Nagaland: A Contemporary Ethnography*, pp. 147-80, New Delhi: Cosmo Publications

UNIT 3: Tribes and Politics in India

3.1 Tribal Movements in India with special reference to Jharkhand

– Birsa, Santhal and Tana Bhagat

3.2 Indian Constitution and Tribes – Schedule V, Schedule VI

3.3 Issues – Displacement, Migration, Poverty

UNIT 4: Change and Transformation in Tribal Society

4.1 Integration and Assimilation

4.2 Impact of Economic Liberalization and Globalization

- a) Nongbri, t. 1998, 'Gender Issues and Tribal Development', in RGICS Paper No. 47: Problems in Tribal Society – Some Aspects.
- b) Menon, G. 1992, 'Socio-Economic Transition and the Tribal Women', in B. Chaudhuri (ed.) *Tribal Transformation in India*, Vol. 1: 88- 109

Essential Readings:

1. Vidyarthi, L.P. 1970. Socio-Cultural Implications of Industrialization in India: A Case Study of Tribal Bihar. Delhi: Planning Commission.
2. Vidyarthi, L.P. and B.K. Rai. 1977. The Tribal Culture of India. Delhi: Concept Publishing Company.
3. Dube S.C. 1977, *Tribal Heritage of India*, Vikas Publications New Delhi,
4. Haimendorf, C.V. 1982- Tribes of India The struggle for survival, Oxford University Press.
5. Singh K.S. 1972, *Tribal Situation in India*, Indian Institute of Advance Study

6. Singh K.S. 1985-TribalSociety, Manohar, Delhi
7. Singh K.S. 1982 – Tribal Movements in India, vol. – 18II (Manohar, New Delhi)
8. Nadeem Hass Land and tribes of Bihar. Dr. Prasad

SEMESTER VIII

I. MAJOR COURSE- BAS801: SOCIOLOGY OF RELIGION

Marks: 30 (5 Attd. + 5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures**

Course objective:

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, belief so other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

Course Learning Outcomes:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

Course Content:

UNIT 1: Theorising Religion and Society

1.1 Religion and Sociology

- a. Beteille, Andre. 2002 "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

UNIT 2: Magic, Religion and Rationality

- a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.
- b. E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.
- c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
- d. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
- e. Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

UNIT 3: Elements of religion

3.1 Ritual

3.2 Myth

3.3 Belief

3.4 Organisation

- a. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
- b. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
- c. Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.
- d. Evans-Pritchard, E.E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

UNIT 4: Theories of Origin of Religion

- 4.1 Animism
- 4.2 Animatism
- 4.3 Naturalism

UNIT 5: Sociological interpretation of Religion

- 5.1 Emile Durkheim
- 5.2 Max Weber
 - a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.
 - c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

UNIT 6: Religious Sect

- 5.1 Brahma Samaj
- 5.2 Arya Samaj
- 5.3 Ramkrishna Mission
- 5.4 Sree Sree Anukulchandra – Dharma

Essential Reading:

- 1. Mukhopadhyay, Rajatsubhra, Society and Religion, Pearson.
- 2. Robinson, Rowena, 2004, Sociology of Religion in India, Sage Publication.
- 3. Madan, T., 1991, Religion in India, Oxford University Press
- 4. Mukherjee, Sri kumar, Relevance of the Ideology of Sree Sree Anukulchandra in Modern Society: A Sociological Analysis, ISHRD

Semester-VIII

BAS802: BREEDING OF FIELD CROPS

(Credits: Theory-03)

Theory: 45 Lectures

Marks: 75 (ESE: 3 Hrs) = 75

Pass Marks: Th (ESE) = 30

Course Learning Objectives:

Upon successful completion of this course, students will be able to:

1. Understand the Principles and Methods of Crop Breeding:
2. Explain the fundamental principles and techniques used in the breeding of field crops.
3. Describe the various methods of breeding, including selection, hybridization, mutation breeding, and biotechnological approaches.
4. Analyze Genetic Variation and Heritability:
5. Understand the genetic basis of variation and its significance in crop improvement.
6. Evaluate the heritability of important agronomic traits and their implications for breeding programs.
7. Implement Breeding Programs for Crop Improvement:
8. Design and execute effective breeding programs to enhance yield, quality, disease resistance, and abiotic stress tolerance in field crops.
9. Apply knowledge of crop genetics and breeding techniques to develop new and improved crop varieties.

Course Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Apply Breeding Techniques to Field Crops:
2. Utilize various breeding methods such as selection, hybridization, and mutation breeding to develop improved crop varieties.
3. Implement biotechnological tools in crop breeding to enhance genetic traits.
4. Evaluate Genetic Variation and Selection:
5. Assess genetic variation within crop populations and understand its importance in breeding programs.
6. Analyze heritability and genetic gain of important agronomic traits to make informed breeding decisions.
7. Design and Manage Breeding Programs:
8. Develop and manage breeding programs aimed at improving yield, quality, and resistance to biotic and abiotic stresses in field crops.
9. Integrate knowledge of plant genetics, breeding techniques, and field management practices to optimize breeding outcomes.

Course Content:

Place of origin – putative parents – related wild species – classification – objectives of breeding- methods of breeding – quantity – quality – stress – conventional – innovative – heterosis breeding – distant hybridization and important varieties in following crops.

UNIT-I: Cereals

Rice, Wheat, Grain and fodder Maize, Grain and fodder Sorghum

UNIT-II: Millets

Pearl millet, Finger millet, Foxtail millet, Kodo millet, Little millet, Proso millet, Barn yard millet.

UNIT-III: Pulses

Red gram, Bengal gram, Green gram, Black gram, Soybean, lab-lab

UNIT-IV: Oilseeds

Groundnut, Sesame, Mustard, Sunflower and Safflower, Coconut, Oil palm

UNIT-V: Fibres and Sugars Cotton, Jute, Mesta, Sugarcane, Sugar beet

Reference Books

1. "Breeding Field Crops" by John M. Poehlman and David A. Sleper
2. "Principles of Plant Genetics and Breeding" by George Acquaah
3. "Plant Breeding: Principles and Methods" by B.D. Singh
4. "Plant Breeding: Theory and Practice" by Neal C. Stoskopf, David T. Tomes, and Brigitte B. Christie
5. "Breeding of Horticultural Crops: Principles and Practices" by N. Kumar
6. "Plant Breeding for the Home Gardener: How to Create Unique Vegetables and Flowers" by Joseph Tychonievich
7. "Genetics, Genomics and Breeding of Maize" edited by Ramakrishna Wusirika, Rajeev Varshney, and Yunbi Xu
8. "Breeding of Vegetable, Tuber and Spice Crops" by S. K. Gupta and S. K. Singh
9. "Principles of Crop Improvement" by Norman W. Simmonds and J. Smartt
10. "Plant Breeding Reviews" edited by Jules Janick

MNV 2D PRACTICAL:

Marks: Pr (ESE: 3Hrs) = 25

Pass Marks: Pr (ESE) = 10

(Credits: Practicals-01) 30 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be one Practical Examination of 3Hrs duration. Evaluation of Practical Examination may be as per the following guidelines:

Experiment	= 15 marks
Practical record notebook	= 05 marks
Viva-voce	= 05 marks

Practicals:

Observation on floral biology – anthesis and pollination – selfing and crossing techniques – observation on wild species – maintenance of crossing ledger – pedigree record – in following crops.

1. Rice, Wheat
2. Maize, Sorghum
3. Pearl Millet, Finger Millet, Little Millet
4. Kodo Millet, Barn Yard Millet, Proso Millet and Foxtail Millet.
5. Red gram Bengal Gram, Green Gram, Black Gram, Soybean, Lab – Lab.
6. Groundnut, Sesame, Mustard.
7. Sunflower, Safflower.
8. Coconut and Oil palm
9. Cotton, Jute and Mesta
10. Sugarcane and Sugar Beet

II. ADVANCED MAJOR COURSE- BAS805: SOCIOLGY OF GENDER

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex and sexuality.

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problem as rising common-sensical notions of gender. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measure to initiate change through gender – based movements.
2. Understanding issues relating to gender both at national and global level.
3. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content:

UNIT 1: Gender in Sociology:

- 1.1 Concept and Types
- 1.2 Gender and Socialisation
- 1.3 Gender and Equality
 - a. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).
 - b. Beauvoir, Simone de, 1949, *The Second Sex*, London, England: Vintage Classics
 - c. Butler, Judith, 1990, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge

UNIT 2: Sociological Approaches to Gender

- 2.1 Functional
- 2.2 Liberal
- 2.3 Marxist
 - a. S.Jackson and S.Scott (eds.)2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, pp.1-26.

UNIT 3: Feminism

- 3.1 What is feminism?
- 3.2 Three Waves of Feminism
- 3.3 Major Feminist Movements
 - a. Walters, Margaret, 2006, *Feminism: A Very Short Introduction*, OUP
 - b. Chaudhuri, Maitrayee, 2005, *Feminism in India*, Zed Books
 - c. 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].
 - d. Judith Butler Simon de Beauvoir

UNIT 4: Changing Status of Women in India

- a. CSWI 1984. Towards Equality. Report of the Committee on the Status of Women in India. Ministry of Education and Social Welfare, Government of India: New Delhi
- b. Neera Desai and Maithreyi Krishna Raj 1987. Women and Society in India. Ajanta Books: New Delhi

UNIT 5: Gender based Violence, Women and Human Rights

- a. Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." Feminist Review 112, no. 1 (February 2016): 144–62.

Essential Reading:

1. Rege, Sharmila, 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage India.

III. ADVANCED MAJOR COURSE- BAS806: ENVIRONMENTAL SOCIOLOGY

Marks: 30 (5 Attd. + 5 Assignment+ 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. The course will introduce students to environmental sociology and its subject matter
2. It will emphasize on the significance of studying the relation between society and environment
3. It will familiarise students with the major theories and debates in environmental sociology
4. It will introduce students to environmental movements, legislations in India and concept of environmental justice.

Course Learning Outcomes:

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

1. Explain the impact of environmental degradation on human society
2. Describe the unequal impact of environmental degradation on different people and the need for environmental justice.
3. Discuss recent environmental issues in the light of sociological theories.

Course Content:

UNIT 1: Environmental Issues

1.1 Environmental Sociology – Subject Matter

1.2 Sustainable Development

1.3 Global Warming

1.4 Climate Change and its Social impact

- a. *Gadgil, M. and Ramachandra Guha (1995) Ecology and Equity: Use and Abuse of Nature. Harmondsworth: Penguin Books.*
- b. *Guha, Ramachandra (2000). Environmentalism: A Global History New Delhi: Oxford University Press.*
- c. *Bell, MM. (2008). An Invitation to Environmental Sociology.*

UNIT 2: Theoretical Approaches to Environment

2.1 Deep Ecology 2.2 Ecocentrism 2.3 Feminist 2.4 World Systems Theory

- a. *Sessions, G., Devall, B. (1985). Deep Ecology: Living as If Nature Mattered. United States: Gibbs Smith.*
- b. *Shiva, V., Mies, M. (2023). Ecofeminism. United Kingdom: Bloomsbury Academic.*
- c. *Dunlap, R., & Catton, W. (1979). Environmental Sociology. Annual Review of Sociology, 5, 243-273.*
- d. *Shiva, V. (1988). Women in Nature. In Staying Alive: Women, Ecology and Development. Zed Books. Ch 3. (pp.38-54).*
- e. *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).*

UNIT 3: Environmental Movements

3.1 Narmada Bachao Andolan

3.2 Chipko Movement

3.3 Recent Movement

- a. *Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed. (2002). Social Movements and the State*
- b. *Baviskar, A. (1999). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford University Press.*

UNIT 4: Environmental Justice

4.1 Concept of Environmental Justice

- a. *Schlossberg, David, Defining Environmental Justice: Theories, Movements, and Nature (Oxford, 2007; online edn, Oxford Academic, 1 Sept. 2007)*

UNIT 5: Legal and Regulatory Framework for Environmental Protection in India

4.1 Environmental laws in India - The Wildlife (Protection) Act, 1972, Environment Protection Act, 1986 (EPA)

- a. *Ministry of Environment, Forest and Climate Change, <https://moef.gov.in/wp-content/uploads/wssd/doc2/ch2.html>*

Essential Readings:

1. Bell, Michael Mayerfeld. 2004. *An Invitation to Environmental Sociology*. Thousand Oaks, California: Pine Forge Press.
2. Gould, Kenneth Alan and Tammy L Lewis. 2009. *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.
3. Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Boston: Rowman& Littlefield.
4. Hanningan, John. 1996. *Environmental Sociology*. Oxan: Routledge.

IV. ADVANCED MAJOR COURSE- BAS807: SOCIOLOGY OF EDUCATION

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Sociology of Education is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of Education.
2. To familiarize students with the basis of examines the bases of Education and the relationship between Education and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the educational system, educational processes and educational change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the education and society.
2. Familiarity with different theories and concepts in sociology of education and a capacity to use them to grasp educational phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which education system operates historically and spatially.
4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology of education.

Course Content:

UNIT 1: Concept of Education

- 1.1 Types of Education
- 1.2 Importance of Education

UNIT 2: Education and Socialisation

- 2.1 Agencies of Socialisation – Family, School, Peer Group, Religion, Media

UNIT 3: Sociological Theories of Education

- 3.4 Emile Durkheim
- 3.5 Herbert Spencer
- 3.6 Paulo Friere

UNIT 4: Modernisation and Education

- 4.1 Role of Education in Modernisation
- 4.2 Impact of Modernisation on Indian Education System

UNIT 5: Social Change and Education

- 3.1 Concept of Social Change
- 3.2 Importance of Schooling and Education in Social Change

UNIT 6: Education and Social Mobility

- 6.1 Education and Social Stratification
- 6.2 Mobility and Equality of Educational Opportunity

Essential Readings:

1. Durkheim, Emile. (1956). Education and sociology translated with an introduction, by Sherwood D. Fox, The free press: New York.
2. Saxena, N. R. Swaroop, Philosophical & Sociological Foundation of Education, R. Lall Book Depot, Meerut. Geetha B. Nambissan and S. Srinivasa Rao (2013) Sociology of Education in India: Changing Contours and Emerging Concerns. Delhi: OUP
3. Halsey et al (1996) Education, Culture Economy Society. Oxford: OUP
4. Pathak Avijit (2004) Social Implications of Schooling – Knowledge, Pedagogy and Consciousness New Delhi, Rainbow Publications
5. Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition).

6. Mathur S.S. A sociological Approach to education.
7. Marker N.S Educational Sociology
8. Singh, Y.M (1992) Sociological foundation of education, sheth publishers, Bombay
9. Agrawal J.C. Theory and principles of education.
10. Gandhi, M.K. 1977. Basic Education, in *The Collected Works*. Ahmedabad: Navajivan.
11. Dewey, J. (1916). *Democracy and Education. An Introduction to the Philosophy of Education*. New York: Free Press.
12. Durkheim, E. 1956. *Education and Society*. New York: Teachers College Press.
13. Jairam, N., Sociology of Education in India, Rawat Publication, Jaipur

**II. MINOR COURSE- BAS303:
MODERN INDIAN SOCIAL THINKERS**

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. To introduce the key ideas of makers of modern India.
2. To familiarize students with key Indian social thinkers.
3. To introduce important issues in contemporary Indian society.

Course Outcomes:

1. Students should be able to understand the socio-political and historical context in which aspects of modern Indian thought emerged.
2. Students should be able to understand the contribution of modern Indian thinkers.
3. They should be able to use the theories/ideas in the contemporary context.

Course Content:

1. **M. K. Gandhi** – Ahimsa, Satyagrah
Gandhi, M. K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
2. **Dr. B. R. Ambedkar** – Untouchability
Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
3. **Swami Vivekananda**,
Philosophy of Universal Religion, *Speech at the World Parliament of Religions, Chicago*, 1893
4. **Raja Ram Mohan Roy** -Samaj Sudhar
5. **J. P. Narayan**- Total Revolution
6. **Swami Dayanand Saraswati** – Education and Women
7. **Vinoba Bhave** – Bhoodan

**III. MINOR COURSE- BAS504:
CULTURE AND SOCIETY**

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) Theory: 60 Lectures
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Course Objectives:

1. Sociology of is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of culture.
2. To familiarize students with the basis of examines the bases of culture and the relationship between culture and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different cultures, social processes and cultural change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the culture and the society.
2. Familiarity with different theories and concepts in sociology of culture and a capacity to use them to grasp cultural phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which culture operates historically and spatially.
4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology.

UNIT 1: Culture

1.1 Definition

1.2 Elements

1.3 Characteristics

1.4 Culture and Civilisation

- a. Les Back, Andy Bennett Laura Destor Edles, 2012, Cultural Sociology: An Introduction, pp 3-31, 47-91
- b. Chris Jenks, 2006, Culture: Routledge Publication

UNIT 2: Culture and Personality

1.1 Relationship between Culture and Personality

- a. Anthony FC Wallace, 1970, Culture and Personality.
- b. Ralph Linton, 1973, The cultural background of personality.

UNIT 3: Theoretical Approach

3.1 Public Sphere – Habermas

- a. Jurgen Habermas, 2015, The structural transformation of the public sphere: *An inquiry into a category of bourgeois society*.
- b. Craig Calhoun, 1993, Habermas and the public sphere the; MIT Press, Massachusetts and London.

UNIT 4: Media and Society

1.1 Types of Media – Old and New

1.2 Media and Globalisation

- a. James Curran, 2010, Media and Society; Bloomsbury Publication.
- b. Nicholas Carah, 2021, Media and Society: *power platform and participation*; Sage Publication.
- c. Terhi Rantanen, 2005. The media and globalization; Sage Publication.

Essential Readings:

1. Bhushan, Vidya & Sachdeva, D. R., An Introduction to Sociology, Kitab Mahal, New Delhi
2. Milner, Andrew. Browitt, Jeff (2003) *Contemporary Cultural Theory*. Rawat Publications. Jaipur
3. Miller, Toby (2006 ed.) *A Companion to Cultural Studies*. USA: Blackwell Publishing. (Page 1-18, 79-100)
4. Goffman, Erving. (1972) *The Presentation of Self in Everyday Life*. Penguin Books
5. Mead, George H. (1972) *Mind, Self and Society*. (18th Ed.). Chicago and London: The University of Chicago Press.
6. Guha, Ranajit. (1998) *Dominance without Hegemony: History and Power in Colonial India*. Delhi:
7. Geerts Clifford 1973. The interpretation of cultures

**IV. MINOR COURSE- BAS705:
RURAL SOCIETY IN INDIA**

Marks: 30 (5 Attd.+ 5 Assignment + 20 SIE: 1Hr) + 70 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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(Credits: Theory-04) **Theory: 60 Lectures**

Course Objective:

1. To familiarise students with the concept, features and institutions of rural society in India
2. To familiarise students with the contemporary issues and key government policies aimed at rural population in India

Course Learning Outcome:

1. Students will be able to understand the context, themes and issues of rural society in India
2. They will be familiar with key government programmes aimed at the rural population

Course Content:**UNIT 1: Rural Society –**

- 1.1 Concepts
- 1.2 Characteristics and
- 1.3 Change

UNIT 2: Social Institutions of Rural Society

- 2.1 Family, Kinship and Marriage
- 2.2 Rural Community
- 2.3 Caste and Casteism in Rural India
- 2.4 Dominant Caste

UNIT 3: Rural Development

- 3.2 Issues in rural development
- 3.3 Rural Development Programmes in India
- 3.4 Pradhan Mantri Gram Sadak Yojna,
- 3.5 MNREGA
- 3.6 Swachh Bharat Mission

UNIT 4: Little Tradition and Great Tradition**Essential Readings:**

1. Singh Prabhat Kumar - Migration and Urbanization, Janki Prakashan, Patna, New Delhi
1. Singh Prabhat Kumar - Migration and Occupational Mobility, Janki Prakashan, Patna, New Delhi
2. Rural Sociology in India, A.R. Desai, Macmillan Co. of India, New Delhi
3. S.L. Doshi and P.C. Jain, Rural Sociology, Rawat Publications, Jaipur
