



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Humanities, Social Sciences & Arts
Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Sociology Honors SEMESTER VII (2022-2026)

COURSE CODE	CATEG ORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNSOC 701	Major	Sociological Thinkers-II	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will:

CEO1: Be given an overview of the different social structures and theories.

CEO2: Be explained about the theory of structural functionalism by Merton.

CEO3: Be familiar about the Contribution of C.H. Cooley and George H. Mead.

CEO4: Explained about the concept of Phenomenology and Ethnomethodology in Indian context.

CEO5: Introduced to Habermas's Theory of communicative Action and Louis Althusser's Structural Marxism.

Course Outcomes (COs):

Students shall be able to:

CO1: Demonstrate the theoretical and methodological issues which have shaped sociological thinking pertaining to Parsons.

CO2: Explain vividly the recent developments in structuralism to explain post-structuralism in social practices.

CO3: Explain the role of symbols in social theories of C.H. Cooley and George H. Mead.

CO4: Demonstrate the theoretical and practical relevance of the concept of Phenomenology and Ethnomethodology in Indian context.

CO5: Implement Habermas-Theory of communicative Action and Louis Althusser's Structural Marxism in social context and scenarios.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Talcott Parson: Structure of Social Action, Structures of social system, Changes of social system, Pattern variables, Functional prerequisites.

Unit II

Robert K. Merton: Functionalism: Manifest and Latent functions, Concept and Determinants of Reference Group, Anomie.

Unit III

C.H. Cooley: Looking Glass Theory.

George H. Mead: Symbolic interactionism; Social Self, The Generalized Other.

Unit IV

Phenomenology: Alfred H. Schutz.

Ethnomethodology: Harold Garfinkel.

Unit V

Habermas: The theory of communicative Action.

Louis Althusser: Structural Marxism.

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***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

- Abel, Theodore. (1980). *The Foundations of Sociological Theory*. Jaipur: Rawat Publications.
- Abraham, Francis M. and John Henry Morgan. (1985). *Sociological Thought*. Chennai: Macmillan India.
- Abraham, Francis M. (1982), *Modern Sociological Theory*, Delhi: Oxford University Press.
- Althusser, Louis. (1965). *For Marx*, translated by Ben Brewster, London: Allen Lane.
- Blackledge, Paul. (2004). *Perry Anderson, Marxism and the New Left*, London: Merlin.
- Buckley, Walter (1967), *Sociology and Modern Systems*, Englewood Cliffs: Prentice-Hall.
- Cooley, C.H. (1902), *Human nature and Social Order*, New York: Charles Scribener's Sons.
- Mead, George H. (1934). *Mind, Self and Society: From the Standpoint of view of a Social Behaviourist*, Charles W. Morris (ed.), Chicago: University of Chicago Press.
- Merton, R. K. (1949). *Social Theory and Social Structure*, Glencoe, Ill., 4
- Parsons, Talcott (1951), *The Social System*, New York: Free Press.
- Parsons, Talcott and Edward Shils (eds.) (1951), *Toward a General Theory of Action*, Cambridge: Harvard University Press.
- Ritzer, George (1988), *Contemporary Sociological Theory*, New York: McGraw-Hill Publishing Company.
- Ritzer, George. (1988). *Sociological Theory*, Second edition. New York: McGraw Hill
- Zeitlin, Irving M. (1987) *Rethinking Sociology: A Critique of Contemporary Theory*, Jaipur: Rawat Publications.

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BAHNSOC 702	Major	Sociology of Education	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To provide knowledge about major concepts and definition of Education.

CEO2: To understand the role of education in social stratification, mobility, and inequality.

CEO3: To focus on some important aspects of the interface between education and society.

CEO4: To understand the challenges in education through the lens of sociological perspective.

CEO5: To know about inequality, differences and discrimination in the field of education in society.

Course Outcomes (COs):

The students shall be able:

CO1: To define sociology of education and explain its nature, scope, and significance.

CO2: To. examine the relationship between education and social stratification, social mobility and social change.

CO3: To analyze the process of socialization within the educational context.

CO4: To critically assess contemporary issues and challenges in education from a sociological perspective.

CO5: To analyze sociological perspectives on educational inequality and exclusion.

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BAHNSOC 702	Major	Sociology of Education	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Concept, Nature and the scope of Sociology of Education, Relationship between Sociology and Education. Significance and relevance of studying Sociology of Education in contemporary society.

Unit II

Education and Social Stratification: Concepts of social class, caste, gender, race, ethnicity, and their interrelationships, Caste and education in the Indian context, Impact of socioeconomic status on educational attainment and outcomes.

Unit III

Education and Social Mobility: Concept of social mobility, Horizontal and Vertical, Intergenerational and Intragenerational Mobility, Education as a pathway for upward social mobility. Equity in Education: Breaking down barriers to social mobility.

Unit IV

Education, Culture, and Socialization: Relationship between education and culture. Education as a mechanism for cultural transmission across generations. The role of education in cultural innovation and change. Education as a primary agent of socialization.

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BAHNSOC 702	Major	Sociology of Education	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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Unit V

Education for equality disparities: Education for women's equality, Education for scheduled caste and scheduled tribe, Causes for educational inequality. Role of education for equalizing opportunities.

Suggested Readings:

- Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.
- Ahmad Karuna. (1984). *Social Context of Women 's Education 1921-81*, New Frontiers in Higher Education, No.3, pp.1-35
- Chanana, Karuna. (1979). *Towards a Study of Education and Social Change*. In Economic and Political Weekly, 27,14 (4):157-64.
- Chanana, Karuna. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chitnis, Suma & P.G. Altbach. (1993). *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
- Craft, Maurice (ed.). (1970). *Family, Class and Education: A Reader*; London: Longman.
- Doyal, Lesley and Sophie Watson. (1999). *Engendering Social Policy*. Buckingham: Open University Press.

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BAHNSOC 703	DSE	Sociology of Ageing	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To learn the basic concepts of Social Gerontology.

CEO2: To understand concepts and theories on ageing.

CEO3: To give them insights into the problems faced by elderly.

CEO4: To learn about the role of society.

CEO5: To understand the constitutional safeguards and law for elderly.

Course Outcomes (COs):

Students shall be able:

CO1: To recognize the basic concepts in Social Gerontology.

CO2: To identify theoretical perspectives on ageing.

CO3: To develop an understanding of categorizing major social problems of elderly

CO4: To identify the role of society for providing support in all aspects of life.

CO5: To illustrate the role of developmental policies and various social support mechanisms and constitutional safeguards for elderly.

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BAHNSOC 703	DSE	Sociology of Ageing	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Nature and scope of Gerontology. Ageing process- Biological, Psychological and Sociological. Demographic Profile of Elderly - Global, National and State level.

Unit II

Psychological Theories- Theory of Loneliness and Theory of Isolation. Sociological Theories: Disengagement Theory and Activity Theory.

Unit III

Physical, Psychological, Social and Economic problems, Elderly Abuse and Types of Abuses.

Unit IV

Schemes and Programs of elderly, Institutional and Non-Institutional support: Role of family, Peer-group, NGOs and other Alternative Support Mechanisms. Neighborhood relationships Structure.

Unit V

Constitutional Provisions and Legislations; Maintenance and Welfare of parents and senior citizens Act, 2019. Functions of Old age homes in India.

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BAHNSOC 703	DSE	Sociology of Ageing	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Suggested Readings:

- Ajay Kumar Sahoo, Gavin and Irudaya Rajan (ed) (2009). *Sociology of Ageing A Reader*, New Delhi: Rawat Publications.
- Sarah Harper (2006). *Ageing Societies: Myths, Challenges and Opportunities*, New Delhi: Hodder Arnold.
- Krishnanand Sanwal, (2008) *Fundamentals of Gerontology*, New Delhi: Akansha Publishing.
- James M H and Robert F A (ed) (2003). *Care of the aged: Bio medical ethics reviews* Human Press Totowa.
- John B & Shelin (ed). (2003). *Ageing in Society*. New Delhi: Sage publication.
- Leslie M and Suzanne K (2001). *Ageing the social context*, New Delhi: Pine Forge Press
- Micheal R R. (1991), *Evolutionary Biology of Age*, OUP, New York
- Phoebe S L & Irudaya Rajan (ed)(2005). *An Ageing India, Perspective, Prospects and Policies*, New Delhi: Rawat publications.
- Bose A B (2006). *Social Security for the old: Myth and Reality*, New Delhi Concept Publishing Company.
- Harry R. M. (1994). *Ageing: Concepts and Controversies*, New Delhi: Pine Forge Press.

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BAHNSOC 704	DSE	Rural Development	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To provide knowledge about Rural Sociology.

CEO2: To provide knowledge about the Social Structures and Social Change and Impact of Urbanization on Rural India.

CEO3: To increase awareness towards the Rural Problems in India.

CEO4: To provide understanding about the policies, programs and strategies for uplifting rural life

CEO5: To provide knowledge about the rural development policies and strategies.

Course Outcomes (COs):

Students shall be able:

CO1: To understand and assess the conceptual meaning of rural sociology and development.

CO2: To distinguish the characteristics of rural and urban aspects in social life.

CO3: To critically analyze and understand various Rural Problems in India.

CO4: To critically evaluate the policies, programs and strategies for uplifting rural life comprehensively.

CO5: To design sustainable Rural Development plans and Interventions models.

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BAHNSOC 704	DSE	Rural Development	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Nature, Subject Matter, Significance and Methods of Rural Sociology, Characteristics of rural life, Characteristics of urban life, Differences in Rural Urban life.

Unit II.

Rural Development: Agrarian Structure, Land Reforms and Rural Development, Role of Panchayati Raj in Rural Development.

Unit III.

Rural problems in India-Poverty, Indebtedness, Health & Sanitation and Problems of Indian agriculture.

Unit IV

Village Environmental Crisis: Forest, Land use, Water and Fuel.

Unit V

Rural development: Policies and Programs; Need for rural development in India. Rural development policies in India. Planning: Levels and functions; Niti Ayog; State Planning Commission; District Planning Committees; Decentralization of planning.

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BAHNSOC 704	DSE	Rural Development	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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Suggested Readings:

- Buckley Walter (1967) *Sociology and modern system theory*, New jersey, Prentice Hall.
- Desai, A. R. (2019). *Rural Sociology in India*, Paper back, New Delhi: Sage Publications.
- Doshi, S.L. and Jain, P. C. (1999). *Rural Sociology*, Paper back, Jaipur: Rawat Publications.
- Myrdal, Gunnar (1957), *Economic Theory and underdeveloped regions*, Sage publications.
- Nath V (2010) *Rural Development and Planning in India*, New Delhi, Concept Publishing.
- Gopalakrishnan P & Ramamoorthy (1993), *Textbook of Project management*, New Delhi, Mcmillian India Ltd.
- Singh Katar (2009), *Rural development Principles Policies and Management* (3rd edition), New Delhi, Sage publications.

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BAHNSOC 705	DSE	Environment and Society	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C -Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

The students will be able:

CEO1: To learn basic concepts and nature of environmental studies.

CEO2: To know the theoretical foundations in environmental studies.

CEO3: To acquaint with the problems related to environmental.

CEO4: To become aware of the efforts to control the issues.

CEO5: To prepare for the professional roles of various agencies.

Course Outcomes (COs):

The students shall be able:

CO1: To understand the concept and nature of environmental studies

CO2: To identify the theoretical foundations in environmental studies.

CO3: To address various environmental issues.

CO4: To understand how developmental programs affect the existence of humans.

CO5: To evaluate environmental movements and efforts at environmental conservation.

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Choice Based Credit System (CBCS) in Light of NEP-2020
B.A. Sociology Honors SEMESTER VII (2022-2026)

COURSE CODE	CATEG ORY	COURSE NAME	TEACHING &EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BAHNSOC 705	DSE	Environment and Society	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Contents:

Unit I

Environmental Sociology Origin, Definition, scope, and importance of environmental Sociology. Social ecology and its major categories. Use and abuse of natural resources and biodiversity conservation.

Unit II.

Approaches to the study of Environment a) Marxian b) Gandhian c) Eco-feminist. Views of Durkheim, Weber and Marx.

Unit III

Urban Problems related to Energy, Water Conservation, Rainwater Harvesting, Watershed Management. Issues pertaining to water, air, soil, nuclear hazards, solid waste, sanitation, e-waste; Global warming, climate change, Acid Rain Ozone layer depletion.

Unit IV

Major environmental movements in India: Narmada Bacho Angolan, Chipko Movement, Tehri Movement, Chilika Lake, Appiko Movement.

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UNIT V- International cooperation: Debate on Sustainable Development; Intellectual Property Rights & Patenting of Traditional Knowledge; Biodiversity; Climate change; Initiatives of International Agencies- Stockholm to Rio Conference; Global Environmental Movements.

Suggested Readings:

- Agarwal, B. (1992). *The Gender & Environment Debate: Lessons from India*. Feminist Studies. 18 (1): 119-158.
- Bell, M.M. (2009) *An Invitation to Environmental Sociology*. New Delhi: Pine Forge Press.
- Bhattacharyya, Sukanta (2014) *Environmental Sociology: Indian Perspectives*, Levant Books (Rs. 490/-)
- Biswas, Anupama (2017). *Environment & Society*, New Delhi: Wisdom Press.
- Dunlap, Riley E. (2001) *Handbook of Environmental Sociology*, Greenwood
- Gadgil, Madhav and Ramchandra Guha (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi. OUP.
- Giddens, Anthony. (1996). *Global Problems and Ecological Crisis in Introduction to Sociology*. 2nd Edition. New York: W.W. Norton and Co.
- Gould, K.A. and T.L. Lewis (2009) *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.
- Guha. Ramchandra. 2000. *Environmentalism: Global History*. New Delhi. OUP.
- Hannigan, John A. (2006) *Environmental Sociology*, London: Routledge.
- Kaushik, Anubha and Garg, Gaurav (2018) *Perspectives in Environmental Studies*, New Age International Publishers.

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BAHN706	Minor	Research Methods in Behavioral Sciences with SPSS	60	20	20	30	20	2	1	2	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives:

The students will be able to:

CEO1: To choose a research problem in behavioral science.

CEO2: To enable students to frame hypothesis.

CEO3: To operate various types of data with SPSS.

CEO4: To analyze parametric tests with SPSS.

CEO5: To analyze non-parametric tests with SPSS.

Course Outcomes:

Students shall be able to:

CO1: Formulate a research problem in the given context.

CO2: Evaluate quality research work.

CO3: Measure different types of variables using SPSS.

CO4: Experiment with parametric test using SPSS.

CO5: Experiment with non-parametric test using SPSS.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Contents

UNIT I: Defining the Research Problem

Formulating a Research Problem, Selecting the Problem, Necessity of Defining the Problem, Steps in formulating a research problem. Ethical Considerations at every step (Including IRB Perspectives and Research Ethics)

UNIT II: Hypothesis and Research Design

Hypothesis- Concept, Function, Types and Testing, Research Design, Functions of a Research Design, Quantitative and Qualitative Research, Features of a Good Design. Ethical Issues in Research Design, Misuse of AI in Research, and Data Manipulation Concerns.

UNIT III: Data Entry and Tabular Analysis

Coding and Decoding of Data, Types of Data and Data entry, Variable Entry, Understanding the Scales of Variable: Ratio, Interval, Ordinal and Nominal. Converting Data into Cross Tabulation of 2X2, 2X3, 3X3, 3X2 etc. Ensuring Data Integrity and Ethical Considerations in Data Handling.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

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UNIT IV: Parametric Test

Two-Sample t-Test, Paired t-Test, Analysis of Variance (ANOVA), Pearson Coefficient of Correlation, Regression Analysis with SPSS. Ethical Aspects of Statistical Analysis and Reporting.

UNIT V: Non-Parametric Test

Chi Square Test, Median, Goodness of Fit, Significance Level, Kruskal Wallis test, Mann Whitney U test, Wilcoxon Signed – Rank test. Training on Plagiarism Detection and Responsible Research Practices.

Suggested Readings:

1. Chawla, Deepak; Sondhi, Neena (2015). *Research Methodology– Concept and Cases*. Noida: Vikas Publishing House Pvt. Limited.
2. John, W.C. (2018). *Research Design*. New Delhi: SAGE Publication.
3. Kothari, C.R. (2018). *Research Methodology using SPSS*. New Delhi: SAGE Publication.
4. Kumar, Ranjit (2016). *Research Methodology*. New Delhi: SAGE Publication.
5. Kumar, Ranjit (2014). *Research Methodology- A step by step Guide for Beginners*. New Delhi: SAGE Publication.

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BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:

- CEO1:** Equip students with the ability to conduct systematic research using qualitative and quantitative methodologies.
- CEO2:** Foster problem-solving skills through extensive literature review.
- CEO3:** Encourage integration of knowledge across various domains to develop research synopsis.
- CEO4:** Apply theoretical concepts to real-world problems through behavioral Research.
- CEO5:** To prepare a research synopsis.

Course Outcome:

- Students will be able to
- CO1:** Categories among various types of literature reviews (narrative, systematic, meta-analysis, etc.).
 - CO2:** Develop teamwork, leadership, and collaborative research skills for effective research proposal.
 - CO3:** Instill a sense of research ethics, plagiarism awareness, and responsibility towards societal development.
 - CO4:** Comprehend, evaluate and compare different studies to identify gaps and trends in research.
 - CO5:** Summarize and synthesize key findings while maintaining academic integrity.
 - CO6:** Build a strong foundation for pursuing higher education in research studies.

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BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

As part of the partial fulfilment of the Honors/Research Degree, students are required to submit Dissertation I, which consists of two key components:

1. Extensive Literature Review.
2. Preparation of a Research Proposal (Synopsis).

The feasibility and suitability of Dissertation I will be determined based on the identification of research gaps in the literature review. The research proposal/synopsis must be developed under the guidance of an assigned supervisor and must adhere to ethical research standards. Each student must submit three hard-bound copies of their research proposal upon completion.

Key Guidelines:

1. Assignment of Supervisor: Each student will be assigned to a faculty supervisor who will guide them throughout the research process.
2. Regular Tutorials & Consultation: Students must attend regular tutorial sessions with their supervisors to refine their research direction.
3. Synopsis Submission: Each student must submit a research synopsis outlining their proposed project for Dissertation II (VIII Semester).

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			END SEM	Two	Teacher	END SEM	Teacher				
BAHN707	Project	Dissertation I	-	-	-	60	40	0	2	8	6

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C – Credit.

Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

4. Internal Panel Presentation: Students must present their literature review findings before an internal review panel.
5. Credit Allocation: The literature review presentation will carry three (3) credits as part of Dissertation I.
6. Dissertation I Evaluation: Total Marks: 100 where, Internal Evaluation: 40 Marks and External Evaluation: 60 Marks.
7. A panel of external and internal examiners will jointly award both components of marks.
8. Joint Evaluation: Both internal and external examiners will assess the dissertation and assign marks.
9. Synopsis Approval: Successful completion of the literature review is a prerequisite for synopsis submission.
10. Each student must submit three hard- bound of their research proposal upon completion.

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11. Mandatory Ethical Review: Each research proposal must include a section on ethical considerations related to the topic, incorporating Institutional Review Board (IRB) perspectives.

12. Local IRB Review: A separate local IRB will review research proposals to ensure Compliance with ethical research practices.

13. Ethical Implementation: Students must integrate ethical principles in study design, data collection, and participant protection.

14. University-Mandated Plagiarism Check: A plagiarism check is compulsory, and the research synopsis will not be accepted without it.

15. Permissible Plagiarism Limit: The maximum allowable plagiarism percentage should be below 10 percent. The presentation of literature review Infront of the internal panel will earn three credits for the Dissertation I.

Suggested Readings:

1. Sieger E Joan (1982), *The Ethics of Social Research: Fieldwork, Regulation, and Publication*, Springer, Delhi Book Store.
2. https://www.ugc.gov.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf, Accessed on April 1, 2025, at 4:25 PM

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