

COURSE OUTCOME-SOCIOLOGY HONOURS AND GENERAL

SOC-A-CC -1-1-TH&TU Introductory Sociology I

GROUPS & ITS FORMS, STATUS & ROLE, NORMS & VALUES,

INDIVIDUAL, & SOCIETY SOCIALIZATION, CONCEPT & AGENCIES FOR 1ST YEAR STUDENTS.

COURSE OUTCOME :

ACTUALLY THESE ARE BASES OF THE SUBJECT. SO NEEDS UNDERSTANDING THE BASICS OF HUMAN SOCIAL LIFE WITH EXAMPLES & LIVE SITUATION.

SOC-A-CC -1-2-TH&TU Sociology of India-I

VILLAGE : STRUCTURE & CHANGE.

VILLAGE SOLIDARITY, INTERNAL REGULATION, KINSHIP PATTERN .

VILLAGE LIFE IS INDIAN SOCIETY'S BASE. SO THESE CONCEPTS NEED TO BE TAUGHT INTERESTINGLY.

COURSE OUTCOME OF THE PAPER:

STUDENTS ARE INTRODUCED THESE TOPICS & THEY FIND INTEREST IN LEARNING THE TOPICS. THEY FIND INTEREST IN LEARNING THE TOPICS. AS INDIAN SOCIETY IS VILLAGE CENTRIC SO THE STUDENTS ARE TO LEARN THE BASICS OF VILLAGE SOCIAL LIFE

SEM 2

SOC-A-CC -2-3-TH&TU Introductory Sociology-II

CONTRIBUTIONS OF WEBER.

ACTUALLY WHILE TEACHING MAX WEBER I TEACH ONE OF THE MOST INTERESTING FOUNDING FATHERS OF SOCIOLOGY. ACTUALLY WEBER SET NEW DIMENSIONS & PERSPECTIVES OF SOCIOLOGICAL THINKING .. SO WHILE TEACHING WHOLE OF WEBER'S VERSTEHEN, IDEAL TYPE & APPLICATION OF THOSE IN SOCIOLOGY STUDENTS ARE TAUGHT THE BASICS OF SOCIOLOGICAL THEORIZING.

COURSE OUTCOME: WEBER SET NEW TREND IN SOCIOLOGY. SO WHILE TEACHING WEBER I TEACH

THE BASIC THEORIZING WHICH STUDENTS LEARN IN FUTURE SOCIOLOGICAL THEORIZING.. INTERPRETIVE SOCIOLOGY & WEBER SET NEW TRENDS IN SOCIOLOGICAL THEORIZING.

SOC-A-CC -2-4-TH&TU Sociology of India II

NATIONALISM: CONCEPT & GROWTH FACTORS.

THESE ARE IMPORTANT & BASIC CONCEPTS WHICH STUDENTS LEARN FROM THE TOPIC. THEY LEARN TO SOME EXTENT INDIA'S HISTORY ,ABOUT FREEDOM STRUGGLE, ETC.

COURSE OUTCOME : THE ABOVE MENTIONED SUBJECTS ARE IMPORTANT FOR THE STUDENTS OF SOCIOLOGY TO KNOW. STUDENTS LEARN ABOUT THEIR COUNTRY, THEIR HISTORY OF NATIONAL MOVEMENT , ABOUT THEIR NATIONAL LEADERS THESE ARE IMPORTANT FOR THE STUDENTS OF SOCIOLOGY.

SEM 3

COURSE- SOC-A-CC -3-5-TH&TU Political Sociology

- Interpret the basic liberal approaches towards the state. Subordinate Skills: define how the state is examined in the liberal approach. *explain the historical transformations of the liberal state demonstrate the relationship between democracy and the liberal state analyse the Marxist criticisms of the liberal state.
- Debate the transformation of the state and society relations within the globalisation processes and accompanying the existing neoliberal policies. Subordinate Skills: define the concepts of globalization and neoliberalism *explain the transformation in the state and power relations together with the globalisation. *illustrate the concrete practices of neoliberal policies *debate the social changes out of globalisation and neoliberal policies
- Debate the approaches of modernization and citizenship relations in Turkey. Subordinate Skills: * describe the general features of Turkish modernisation * demonstrate the transformation of the concept of citizen within the modernisation process. *relate the current identity problems with the citizenship debates.
- Enable to understand that State is a part of society, must not be studied in isolation.
- Help students of sociology to know some political concepts that was previously considered as solely the domain of political science.
- Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
- Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
- Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.
- Political sociology includes important concepts from both political science and sociology.
- It helps to develop theories from different concepts of political sociology.
- Draw a comparative study between classical and contemporary texts in political sociology that examine the relationships between politics and society, different political power, influence of caste and patriarchy on politics.
- The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena .
- The first two sections of the course deals with theoretical and analytical aspects of examining the interface between politics and society, while the third section seeks to provide an understanding of political processes in India.

SOC-A-CC -3-6-TH&TU Sociology of Religion

- Use the sociological imagination to apply sociological perspectives to the study of religion and spirituality.
- Describe cross-cultural differences in religious organizations.
- Explain religion as a form of social identity for individuals and groups.
- Describe impacts of religions in terms of social class & power, race, gender, sexuality, and age.
- Compare the role of religions in current events, including social conflicts.
- Demonstrate respect for diversity, critical thinking, and collaboration by participating as active citizens in their societies and communities.
- Demonstrate an understanding of key debates and the range of sociological approaches to religion and belief in modern society.

- Critically apply key concepts to contemporary debates about the role of religion in the contemporary global world.

- Effectively communicate understandings of key concepts in written forms by employing analytical skills.

Topics covered:

1. Sociological Approach and Perspectives
2. Sociological Concepts of Religion and Spirituality
3. Sociological Methods for Studying Religion
4. Religion and Society: The Macro Perspective
5. The Social Functions of Religion
6. The Social Construction of Religion: Myth, Mystery, and Ritual
7. Religion and the Individual: The Micro Perspective
8. Religion and Socialization
9. Religion as a Social Organization
10. Religion and Inequality: Social Class, Race, Gender, Sexuality and Age
11. Religion and Social Change: Secularization & Globalization
12. Religion and Social Conflict

SOC-A-CC -3-7-TH&TU Sociology of Gender and Sexuality

The course has the following objectives_

- It provides students with a description gender ideology and practices in multiple social institutions and across cultures and societies
- It will help the students to understand the concepts of “gender”, “sex” and “sexuality”
- It will enable students to Compare and contrast sociological perspectives used to interpret gender relations
- They will identify social and political movements to change gender inequalities and gender practices

SOC-A-CC -4-8-TH&TU Economic Sociology

Course Objectives:

This is the introductory course aimed at the discussion of the basics of the sociological study of the economy. After the course students should: know the theoretical approaches to the understanding of the economy, the market, and the economic behaviour; be able to analyze the economic actions, networks, culture and power in the contemporary markets; be able to present the results of the socio-economic analysis. The course consists of lectures, open book discussions.

- The aim of this course is to discuss the basics of the sociological study of the economy and to explain the main approaches developing in the field of economic sociology. The course is oriented toward the understanding of the contemporary market, informal economy, the work of the firm and the economic behaviour of different economic actors.
- Appreciate the relationship between Economic Sociology, Economics and Political Economy. Understand the specific methodological contribution of Economic Sociology.
- Have a grounding in the broad Economic Sociology literature as well as the methodologies employed by economic sociologists to study economic phenomena
- Be acquainted with the ideas of major figures in the field including: Marx, Weber, Karl Polanyi, Granovetter, N.J. Smelser, Richard Swedberg.
- Be familiar with and able to apply the concepts of embeddedness, culture, market devices and performativity to sociological economic analyses
- Understand major contemporary debates concerning the nature of money, financialization, land reform system, the recent financial crisis, carbon markets and failures of regulation.

Course Contents

1. Perspectives in Economic Sociology: Formalism and Substantivism, New Economic Sociology.
2. Forms of Exchange: Reciprocity and Gift, Exchange and money.
3. System of Production and consumption: Hunting and Food Gathering, Domestic mode of Production, Peasant, Capitalism, Socialism.
4. Some contemporary Issues in Economic Sociology: Development and Globalisation.

Teaching and Learning Process:

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

• Lectures • Tutorials • Power-point presentations • Project work • Documentary Films on relevant topics • Debates, Discussions, Quiz • Talks /workshops • Interaction with experts • Academic festivals • Classics and other sociologically meaningful films .

A note on Assessment Methods :

Besides the formal system of University exams held at the end of each semester as well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

• Written assignments • Projects Reports • Presentations • Participation in class discussions • Ability to think critically and creatively to solve the problems • Application of classroom concepts during fieldwork • Engagement with peers • Participation in extra and co-curricular activities • Critical assessment of Films /Books etc.

SOC-A-CC -4-9-TH&TU Population Studies

- Understand the basics of demography.
- Understand the core social demographic variables, and how these variables influence population growth, composition, and structure
- Use demographic tools in understanding public health issues Knowledge attitude and practices.
- Discuss global demographic regimes and impact on public health.
- Identify appropriate sources of data, perform basic demographic analyses using various techniques and ensure their comparability across populations.
- Understand the growth of population in the globe
- Identify the distribution of population in various regions.
- Demonstrate the population characteristics
- Comprehend the linkages of age and sex structure
- Understand the basic concepts morbidity and level of prevention
- Impart knowledge on mortality concepts and measures of mortality
- Analyses the levels, trends and differentials of mortality
- Familiarize the Infant and Child Mortality: Importance of study; Measures; Perinatal, neo-natal and post-neo-natal mortality rates
- Acquire knowledge on Life Tables: Concepts, definition and columns; Currents and Cohort Life- tables and their relationship
- Impart knowledge on sources of population data and its management
- Familiarise the registration system objectives, coverage, uses and limitations
- Understand the large-scale demographic surveys and their advantages
- Illustrate the evaluation techniques of various source of population data
- Analyse the Adjustment and Graduation techniques, uses of life table in adjustment

SOC-A-CC -4-10-TH&TU Social Stratification

The course has the following objectives_

- The students will be develop an in-depth understanding of social stratification systems like gender, caste, class, ethnicity and the social inequalities resulting from them
- They will be able to classify stratification theories and define their basic characteristics
- It will help them to analyze the social mobility and changing power-relations in modern world
- They will be informed about the political movements concerning issues of social inequalities

SOC-A-CC -5-11-TH&TU Sociological Thinkers I

Course Objectives:

Course Objectives Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically. 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 Contents:

1. Origin & development of sociology as a distinct discipline 1.1 Role of European Enlightenment; French, American & Industrial Revolutions

1.2 Contributions of Montesquieu & St. Simon

1.3 Auguste Comte: Positivism; Law of Three Stages

2. Karl Marx 2.1 Materialist Conception of History

2.2 Capitalist Mode of Production

3. Max Weber

3.1 Social Action & Ideal Types

3.2 Religion & Economy

4. Emile Durkheim

4.1 Social Fact: Suicide

4.2 Individual & Society: Division of Labour

Teaching Learning Process:

- a. The students are encouraged to read the original texts and the teacher often participates in the reading process. Thereby the teacher engages in active, rather than passive, pedagogy.
- b. It is important that the classroom sessions, initiated either by the student or the teacher, would encourage teamwork and draw students towards learning, yet there are other means available now which add to that. The use of digital/ICT generated techniques (audio-visual aids).

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher student discussion, is one of the ways of assessing the subject and writing skill of the students. 2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system. 3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general. 4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.

SOC-A-CC -5-12-TH&TU Research Methods – I

- This course mainly deals with understanding the basics of statistics and in what ways statistics is used in social science research methods.
- Students understand the usage of statistical skills in doing sociological studies and how statistics can be used for doing research on various social issues.
- This course is continued with the following Course on Research Methods-II. In this course the students receive the basics in theoretical perspective and making the students aware of all the statistical measurements which can be used in doing social science research.
- What is sampling, what is the relationship between research and theory, in what ways review of literature is done, how to write research proposals, in what ways research questions can be framed, in what ways questionnaire can be formed, are some of the important aspects which are taught to the students. Overall, students are prepared to look through all the various methods which can be used for doing social science research.

SOC-A-CC -6-13-TH&TU Sociological Thinkers-II

The course has the following objectives_

- The course will introduce the students to contemporary theoretical perspectives
- They will be able to classify the theories and define their basic characteristics
- They will be able to apply theoretical understanding to interpret their everyday social life

SOC-A-CC -6-14-TH&TU Research Methods – II

The core objective of this minor is to expose students to the range of quantitative and qualitative research techniques used by social scientists. The learning outcomes of the program include:

- Develop a definitional and operational understanding of the scientific method
- Interpret research findings (samples and populations, confidence intervals, and p-values)
- Explore descriptive statistics and learn how to describe variables (distribution shapes, central tendencies, and the dispersion of variables)
- Explore inferential statistics and learn how to assess relationships between variables (cross-tabulation, correlation, linear regression, comparisons of summary statistics across groups)
- Use and learn statistical packages (e.g. SPSS and Stata)
- Collect, analyze, and interpret qualitative data, derived from interviews, participant observations, online sources, and government records, among others
- Construct hypotheses based on empirical theories and test predictions using empirical strategies
- Design methodologically sound research projects in social science
- Understand fundamental concepts and important terminology in statistics and probability
- Develop an understanding of principles of data collection, data analysis, and data visualization
- Be able to perform basic statistical operations
- Present data in tables and charts, summarize and describe numerical data
- Be able to apply statistical reasoning, perform statistical analysis and interpret the results

SOC-A-SEC- 3-A(2)-TH Gender Sensitization

The course has the following objectives_

- It will help the students to develop an understanding of ‘sex’, ‘sexuality’, and ‘queer’ terminologies
- They will be able to identify the main agents of gender socialization and their impact on children’s and adults’ gender construction
- It provides students an understanding about how femininities and masculinities vary by race, ethnicity, class, and sexuality, and how this affects gender relations and experiences
- The students will also be informed about the various gender-specific laws and legislations in India

SOC-A-SEC- 4- B(2)-TH Theory and Practice of Development

Course Learning Outcomes

- Understand different ideas of, and approaches to, development.
- Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
- Critically analyse the key features of developmental processes in postcolonial 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:

1. What is development?
2. 2. Recent trends in Development and Post development 2.1 Social development indicators 2.2 Sustainable development 2.3 Growth-Development Debate 2.4 Private–Public Partnership-PPP
3. 3. Social services & development 3.1 Concept of social service 3.2 Social services for socialization and development 3.3 Participatory development: Gender and Development GAD; Civil society & grassroots initiatives: SHG; NGO 3.4 Corporate Social Responsibility-CSR
4. 4. Human Development: Growth vs. Development 4.1 Development with dignity 4.2 Decentralisation of development: Panchayat & Municipality 4.3 MGNREGA 4.4 Digital India.

Teaching Learning Process :

The teaching learning for this course shall involve classroom lectures and student presentations of case studies, and critical evaluation of developmental epochs, initiatives, and projects. It shall also utilise diverse documents and visual material such as promotional literature, institutional and media reports, and feature and documentary films. This process shall help concretise the conceptual and theoretical debates and facilitate a tactile knowledge of the themes explored in this course.

Assessment Methods :

Course assessment could involve an essay-based examination that evaluates students' conceptual and theoretical grasp and a take-home assignment in which students critically analyse development practices, consequences, or resistance as these unfold in and through specific themes, moments, locations, policies, or programmes.

SOC-A-DSE- 5 -A(2)-TH&TU Sociology of Work and Industry

- To Introduce the Students to the Discipline of Sociology of work and industry
- To familiarize students with the basic concepts of work and industry and capitalistic notions in Sociology.
- To Provide basic understanding of the social structure of Society and sources towards formation of industry and technology.
- To Sensitive the student to the Emerging social issues related to labour and labour policy in India.

- To Enable them to acquire sociological understanding of these issues and problems over and above their common sense understanding.
- To empower them to deal with these issues and problems.
- To familiarize the students with the Social, Political, Economic and Intellectual Context's in which sociology emerged as a distinctive discipline.
- To Understand the development of Sociological Thought.
- Understand their Continuing relevance to Contemporary Concerns

SOC-A-DSE-5 -B(1)-TH&TU India Sociological Traditions

Course Objectives

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

Course Learning Outcomes

- 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
- To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
- To help students understand the history of ideas related to the analysis of Indian society.

Course Content:

1. G S Ghurye 1.1 Caste and Race 1.2 City and Civilization
2. Radhakamal Mukerjee 2.1 Personality, Society, Values 2.2 Social Ecology
3. D P Mukerji 3.1 Tradition and Modernity 3.2 Middle Class
4. Verrier Elwin 4.1. Tribes in India
5. M.N. Srinivas 5.1. Social Change
6. Irawati Karve 6.1. Gender and Kinship
7. Leela Dube(7.1 Caste and Gender

Teaching Learning Process

- Assignment, Tutorials, presentation and project works
- Debates, discussion and dialogues by inviting experts and guest lectures.

Assessment Methods

- Internal assessment through regular assignments and class test.
- Project assessment through field work, writing report and presentation.
- Final end term assessment through external examination.

SOC-A-DSE- 6 -A(4)-TH&TU Agrarian Sociology

Given below are the objectives of the course

- To understand the social, economic and power structure of Rural Indian society
- To examine the changing trends in Indian villages
- To analyze the rural development, strategies, policies and programmes.
- To analyze the various social and economic issues persisting in Indian society.
- To understand the methods and approaches for the study of rural development in India
- Discuss the characteristics of rural and agricultural structure of Turkey.
- Analyse these characteristics according to different perspectives.
- Interpret the regional differences according to these characteristics.
- Analyse these differences on the basis of agricultural products.
- Explain the social and economic conditions of villages.
- Analyse the socioeconomic condition by conducting village researches.
- Plan an apply a field research about rural and agricultural structure.
- Apply this plan by conducting a pilot study.
- Plan to apply this research in the field.
- Realise the field research.
- Relate the social reality with theoretical knowledge.
- Discuss the difference between the conceptual knowledge and social reality.
- India is the country having numerous rural areas. This will open a plenty of career paths for the candidates interested in this field.
- The Programme has been framed to provide an understanding and experience of different aspects of Rural Development.
- It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.
- It is to develop expertise in planning and management of rural development programmes with focus on participatory development.
- Students can join in Rural Development Organizations / Institutions as Social Worker, Community Mobilizer.
- Students can set up Small Scale Industry in rural areas supported by State govt. institutions
- Students can join in State /National Livelihoods Mission under Panchayati Raj Dept / Rural Development Dept. of the State / Nation as Manager or Programme Coordinator.

SOC-A-DSE-6 -B(3)-TH&TU Sociology of Health and Medicine

Main Topic

Caring, informing patients, funding health care, clinical decision-making, team working and health care organisation are issues of interest for medical sociology. This course helps the student to understand and analyse health care as sociological questions. It addresses common issues in medical sociology such as health policies, health inequalities, illness experience, medical professions and doctor-patient relationships

Learning outcomes

By the end of the course, the student will be able to :

- Explain major social issues related
- Describe the structure and the dynamics of the society
- Discuss the relationship of the individual to the society.
- Understand the social problems and its influence on social changes and the factors contributing to it.
- Describe sociological concepts applicable to nursing.
- Determine role of sociology in nursing as related to social institution in India
- Develop positive attitudes towards individual, family and community. to health and health care.
- Analyze health (care) problem from a sociological perspective.
- Collect analyze data to address a health (care) question from social network analysis perspective
- Identify, introduce and criticize an important paper of health sociology.

SOC-G-CC/GE-4-4-TH&TU Methods of Sociological Enquiry

- Basic principles of research: the connection between theory and data, the concepts of inference, control, hypothesis-testing, and measurement .
- Specific techniques for conducting research: observation, questionnaires, experiments.
- Assessing causal relationships: how to decide whether it is reasonable to assume that one thing leads to another. Ruling out alternative explanations .
- Judging generalizability: can you reasonably assume that someone's results would be found in another time, place, and population.

#Purpose of social science research

Facts vs. values

- What do we mean by a question of fact?
- How is this different from a question of value?
- Bottom line
- Research on questions of fact can be used to help make decisions regarding questions of values.
- Examples

Is value-free science possible?

- No

– We need to use scientific methods to keep our values from biasing our research by doing research that is

– Empirical

– Objective

– Controlled

What kinds of facts?

Are there any facts?

Learning outcomes

- Ability to use and critically analyze the cornerstone classic and contemporary sociological theories.
- Ability to use and critically analyze qualitative and quantitative social-science research methods. Critically evaluate study designs and methodology employed in contemporary scholarly work within the discipline.
- Describe and discuss the core principles, issues and themes within the Social Justice and Law, Crime, Justice concentrations offered within the major.
- Connect sociological training with larger ideas of peace, social justice and foster a respect for community service and community engagement.
- Demonstrate functional writing, reading comprehension and critical thinking skills.
- It aims to deepen student's understanding of the practical, epistemological and ethical aspects of social research, and to prepare graduate students for fieldwork. A selection of topics has been chosen that cover major social research methods. The course will provide students with an understanding of the practical aspects of doing social research from writing a literature review to preparing a research proposal, choosing a research method and writing up a thesis, as well as allowing an opportunity for students to critically discuss the data collection/generation process, subjectivity and reflexivity, and the conduct of ethical behaviour from recruitment to representation of research participants.

COURSE CONTENT:

1. The Logic of Social Research 1.1 Concepts; Variables; Propositions 1.2 Conceptualization and Operationalization 1.3 Formulation and Verification of Hypotheses 1.4 Research Design: Exploratory, Explanatory, Descriptive 1.5 Sampling logic: Probability and Non-probability.

2. Methodological Perspectives 2.1 The Positivist Method 2.2 The Interpretative Method 2.3 The Comparative Method 2.4 The Ethnographic Method.

3. Modes of Enquiry 3.1 Theory and Research 3.2 Quantitative & Qualitative: Survey & Experimental Research; Qualitative Field Research & Unobtrusive Research- Types, Tools & Techniques 3.3 Analysis & Interpretation of data: Quantitative & Qualitative.

Assessment Methods:

1. Class assignments/term papers, theme(s) of which are chosen following teacher student discussion, is one of the ways of assessing the subject and writing skill of the students. 2. Tutorial discussion oral presentations and viva-voce, short individual/team led field studies/projects and seminars/workshops are other modes of assessment. These are included in the Internal Assessment (IA) system. 3. Mid-semester examination is another mode of assessment. Here again, the topic(s) on which the students are to be examined are chosen through teacher-student consultation. Mid-semester examination tests the students on the grasp of the topic(s) in particular and the discipline in general. 4. The end-semester examination is conducted by the university and the student is tested and evaluated on the basis of the

entire paper (syllabus). S/he is expected to have a full knowledge of the paper and prescribed readings.