

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY,  
DIBRUGARH UNIVERSITY**

- **THE PREAMBLE**

Sociology studies the evolution of human society as well as social relationships, interactions and cultures around the world. It also includes a detailed examination of how human beings communicate with each other as well as with society and nature as a whole. Moreover, it tries to analyse social problems and paradoxes that permeate human society. As a subject, it has been researched widely in connection with Psychology, History, Political Science, Law, amongst others. Keeping this view in mind, as a discipline the subject has been developing across the world by ensuring inclusion, dignity, showing sensitivity to gender, cultural and religious differences.

Sociology as a discipline always encourages, students to develop reasons for social differences, including differences in social behavior. They will grow as a citizen who will understand the reasons for the differentials in group opportunities and outcomes. Sociology will also teach them the relevance of social hierarchies and social power in everyday life. Keeping in view the dynamic nature of society, Sociology as a discipline has immense importance to develop competencies and skills required for keeping oneself professionally engaged and personally well informed to participate in the social learning process to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of Sociology also changes and enlarges. The scope of Sociology, especially in terms of career opportunities has widened due to the development of fields such as industrial sociology, medical sociology, rural and urban sociology, sociology of development, visual sociology and much more. There are plentiful scope of doing research in Sociology after generate ideas about how man encounters the social processes and social institutions as a member of the society. Thus Sociology is deemed to be a solution for all social problems as it is the subject that talks about the interrelationship between individual and society, the types of societies and the various social processes that

contribute to sustain the society over a period of time. Social scientists, policy makers, reformers cannot contribute towards the development of a better-off society without having deeper understanding of Sociology.

The main purpose of the Undergraduate Programme in Sociology is to develop and disseminate knowledge, skills and values through teaching, field-based training, internship and research projects in order to promote, maintain and improve the functioning of individuals, families, groups, organizations and communities existing in the society.

The curriculum for Sociology at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices. It is expected that the prepared LOCF for Sociology at undergraduate level and FYUGP will be of immense relevance to the prospective graduates having interest in understanding Society and how it works, doing research and finding out practical solutions to the existing social problems. It will be very advantageous to make students of Sociology more dynamic and adaptable by enhancing their skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges of an emerging competitive society by helping them to understand the importance of soft skills in overall personality development. It has incremental learning experiences that will enhance the abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals in every forthcoming year.

- **INTRODUCTION:**

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognizing, identifying, and fostering each student's unique strengths by educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive way of

teaching and learning in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Sociology as a discipline is has its widening boundaries which are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing, accelerating and developing. It addresses philosophical, psychological, technological as well as societal issues, which will help a person to understand some universal societal processes. Further, Sociology as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India that enhances teaching learning in Sociology as a Social Science discipline.

The Bachelor of Arts in Sociology degree of Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four year undergraduate programme in Sociology will allow the student an opportunity to experience the full range of holistic and multidisciplinary learning, along with the chosen Major and Minor choices of the students.

● **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY:**

The aims of Four Year Under-Graduate Programme (FYUGP) in Sociology are:

1. To enhance the student's learning capacity to understand society, clarify and broaden their notion about the subject, the basic concepts used and some universal societal processes. It will aim at providing students a rigorous and challenging way of sociological thinking by developing sound theoretical background in the subject.
2. To enable the students to understand the foundations of Sociology.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Sociology.
4. To equip students with soft skills and inculcate values through value education for personal development.

5. To familiarize students with Sociological way of imagining Society, develop research interest in the subject and train them in the use of ICT in Sociology.
6. To help the students to examine the organization, structure, and change of social groups and institutions. This course combines rigorous methods of inquiry and analysis in various areas of research, such as: mass media, the environment, racism, gender issues, class, and deviance and social control, where our students can generate their interest in later research work.

- **GRADUATE ATTRIBUTES OF THE FYUGP IN SOCIOLOGY**

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Sociology are:

**Disciplinary Knowledge:** The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Sociology.

They should be able to demonstrate the attribute of understanding the foundations of philosophical, sociological, psychological and historical foundations and the inter links among them. Moreover, they should also be able to demonstrate the attributes of social systems and large bureaucracies; the ability to devise and carry out research projects to assess whether a program or policy is working; the ability to collect, read, and analyze statistical information from polls or surveys; to generate a critical understanding on society and social issues, issues in contemporary field of sociological research, value education, positive psychology, social psychology, social engineering, inclusive sociology, social management, sociology of education, guidance and counseling, etc.

They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

**Critical Thinking:** The graduates in Sociology are expected to apply analytic and critical thinking to a body of knowledge of Sociology, so as to evaluate the issues and problems related to Society, critically evaluate social policies, societal norms and values, practices, and sociological theories.

**Information/Digital Literacy:** The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to Sociology.

**Research related Skills:** The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in Sociology so as to find solutions to some issues related to Sociology. They should have the basic skills to conduct research by identifying the research problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

**Moral and Ethical Awareness:** The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to Sociology; avoid unethical behaviour, adopt objective, unbiased and honest actions in all aspects of work.

**Reflective Thinking and Problem Solving:** The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of Sociology and in day to day life. After completion of graduation in Sociology the students will be able to understand the nature of Sociological problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

**Communication Skills:** The graduates in sociology should have the ability to present and express information, thoughts, views clearly and concisely so as to communicate effectively on any issues, particularly issues related to Sociology and Society at large. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices also.

**Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the Sociological affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the

beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society.

- **PROGRAMME EDUCATIONAL OBJECTIVES**

**PEO 1.** Develop the capability to demonstrate and understanding of the fundamental concepts, theoretical perspectives and latest trends in the field of Sociology.

**PEO 2.** Develop the capability to recognize, evaluate, interpret and understand issues and opportunities related to the domain of Sociology, specifically in teaching, learning and doing research.

**PEO 3.** Develop the capability to possess the fundamental skills associated with the application of multidisciplinary approaches to meet the various issues and challenges in the field of Sociology.

**PEO 4.** Apply knowledge, skills and theories of Sociology to solve societal problems both in familiar and non-familiar contexts and apply the sociological learning to real life situations.

**PEO 5.** Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

**PEO 6.** Promote ethical values, integrity and professionalism in sociological practice, emphasizing social responsibility, respect for diversity and adherence to ethical principles in research and practice.

**PEO 7.** Foster a culture of lifelong learning and personal development, empowering students to adapt to evolving societal challenges, pursue continuous professional growth and make meaningful contributions to society throughout their lives.

## Teaching Learning Process

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion, Quiz and Debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

## **Teaching Learning Tools**

- Chalk and Talk Method
- White/Green/Black Board
- Projector
- LMS
- Smart Television
- LCD Monitor
- WLAN

## **Assessment**

- Home assignment
- Project Report
- Seminar: Oral/Poster/Power point
- Group Discussions
- Viva
- Peer Assessment
- In semester examinations
- End Semester examinations

**DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH – 786004**

**FYUGP Structure as per UGC Credit Framework of 2024**

<b>Year</b>	<b>Semester</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Total Credit</b>	
<b>Year 01</b>	<b>1<sup>st</sup> Semester</b>	<b>C-1</b>	<b>Introduction to Sociology I</b>	<b>4</b>	
		<b>Minor-1</b>	<b>Sociological Perspectives</b>	<b>4</b>	
		<b>GEC-1</b>	<b>Introduction to Sociology</b>	<b>3</b>	
		<b>AEC-1</b>	<b>Modern Indian Language</b>	<b>4</b>	
		<b>VAC-1 /VAC-2</b>	<b>Understanding India Health and Wellness</b>	<b>2</b>	
		<b>SEC-1</b>	<b>Techniques of Social Research</b>	<b>3</b>	
					<b>20</b>
	<b>2<sup>nd</sup> Semester</b>	<b>C-2</b>	<b>Introduction to Sociology II</b>	<b>4</b>	
		<b>Minor-2</b>	<b>Sociology of India</b>	<b>4</b>	
		<b>GEC-2</b>	<b>Indian Society: Images and Realities</b>	<b>3</b>	
		<b>AEC-2</b>	<b>English language and Communication Skills</b>	<b>4</b>	
		<b>VAC-3 /VAC-4</b>	<b>Environmental Science Yoga Education</b>	<b>2</b>	
		<b>SEC-2</b>	<b>Soft Skill and Personality Development</b>	<b>3</b>	
				<b>20</b>	
<p align="center"><b>The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during 1<sup>st</sup> and 2<sup>nd</sup> Semester</b></p>					

<b>Year 02</b>	<b>3rd Semester</b>	<b>C – 3</b>	<b>Sociology of India I</b>	<b>4</b>
		<b>C – 4</b>	<b>Sociological Thinkers I</b>	<b>4</b>
		<b>Minor-3</b>	<b>Methods of Sociological Enquiry</b>	<b>4</b>
		<b>GEC –3</b>	<b>Marriage, Family and Kinship</b>	<b>3</b>
		<b>VAC-3</b>	<b>Digital and Technological Solutions / Digital Fluency</b>	<b>2</b>
		<b>SEC –3</b>	<b>Human Behaviour at Work</b>	<b>3</b>
				<b>20</b>
	<b>4th Semester</b>	<b>C – 5</b>	<b>Sociology of India II</b>	<b>4</b>
		<b>C – 6</b>	<b>Sociological Thinkers II</b>	<b>4</b>
		<b>C – 7</b>	<b>Sociological Research Methods I</b>	<b>4</b>
		<b>C – 8</b>	<b>Social Stratification</b>	<b>4</b>
		<b>Minor-4</b>	<b>Economy and Society</b>	<b>4</b>
<b>Grand Total (Semester I, II, III and IV)</b>				<b>80</b>
<b>The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term</b>				
<b>5th Semester</b>	<b>C – 9</b>	<b>Sociology of Kinship</b>	<b>4</b>	
	<b>C – 10</b>	<b>Political Sociology</b>	<b>4</b>	
	<b>C – 11</b>	<b>Sociological Research Methods II</b>	<b>4</b>	

<b>Year 03</b>	<b>Minor-5</b>	<b>Polity and Society in India</b>	<b>4</b>
		<p><b>Internship</b> The Department can send the students to engage in Internship Programme to work on community engaged research, policy analysis and to learn practical work-related experiences from the field. The students can gain the valuable research experience, practical knowledge by working and engaging themselves at different Government Administrative and Non-Government setup, at community level, with different wings of local politics, at economic and finance sectors, at different tribal organizations to learn how they function. Thereby students can integrate their knowledge/theory into practical application. They can develop relevant skills required in a professional setting. And overall their experiences will be supervised, mentored and guided. Certain recommended Sectors/Fields/Industries where students can find internships (to name a few)</p> <ul style="list-style-type: none"> <li>• Arts and Culture</li> <li>• Business</li> <li>• Criminal Justice</li> <li>• Education</li> <li>• Entertainment</li> <li>• Environment</li> <li>• Government</li> <li>• Healthcare</li> <li>• International NGOs</li> <li>• Law/Legal Professions</li> <li>• Law Enforcement</li> <li>• Marketing</li> <li>• Non-profits</li> <li>• Research</li> <li>• Philanthropy</li> <li>• Politics</li> <li>• Social Services</li> <li>• Sports</li> <li>• Technology</li> <li>• Tourism</li> </ul>	<b>2</b>
		<p><b>Community Engagement</b> Under community engagement students can engage themselves with different communities with a specific purpose to work with identified groups of people, either connected by geographic location, special interest, or affiliation to a particular social identity and address issues affecting their well-being. The students are required to submit field-based report based on their work on issues related to Sociological importance that may cater the community's need and aspiration also. Their engagement with the community may take place at the following levels:</p> <ul style="list-style-type: none"> <li>➤ <b>Community Building:</b> Under this model, students conduct research to assess or meet community needs.</li> <li>➤ <b>Community Education:</b> They can educate or generate awareness in the community regarding any important social issues.</li> <li>➤ <b>Community Organizing:</b> With the aim of bringing positive</li> </ul>	<b>2</b>

change, they can engage community people into a process where people are brought together to address the issues that affect their communities. This can occur in geographically, psychosocially, culturally, spiritually, and digitally bounded communities.

**Deliberative Dialogue:** This is a guided conversation on a political, cultural or social topic initiated by students. This model of conversation will be initiated by students by simply asking the community participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. This group process will help the students to integrate and interpret scientific and contextual data for the purpose of informing several developmental related issues to the community.

- **Direct Service (People):** This may include volunteering or cleaning up a community park, public space etc. Service may also take place in the form of fundraising or collections for the fulfilment of a particular community need.
- **Direct Service (Product):** This may include giving personal time and energy to address immediate community needs. Examples include tutoring, serving food at a shelter, refugee camp, building or repairing homes, and donating cloths, food items to the flood affected people etc.
- **Economic Development:** Students can go into a community and can try to understand issues such as unemployment, lack of affordable housing, or the lack of sufficient retail and other services, through projects that are planned and implemented by institutions either at governmental or non-governmental level with community involvement. Or they can spread awareness and engage themselves in the process of:
  - Find Ways to Generate Local Revenue.
  - Create Jobs and Entrepreneurship Opportunities.
  - Support Local Events, Artists and Tourism.
  - Helping the community leaders to Build Stronger Management Systems.
- **Community Engaged Research:** Community engaged research is a process where students can derive input from people who will be impacted by the research outcomes and involve such people or groups as equal partners throughout the research process.
- **Community Engaged Learning:** Students can adopt this teaching and learning strategy that integrates meaningful community partnerships with instruction and critical reflection to their learning experience. This process will teach them civic and social responsibility, and indirectly it will strengthen communities also.

		<ul style="list-style-type: none"><li>➤ <b>Level and type of engagement</b></li><li>➤ Sharing information</li><li>➤ Consultation</li><li>➤ Planning together</li><li>➤ Acting together</li><li>➤ At the end, Students can take feedback from communities which may focus on certain existing policies and regulations and its societal impact at institutional, organizational, structural levels. They have to submit a report on their entire community engagement work / process which will be followed by a viva-voce.</li> <li>➤ <b>NB: 2+2 (Internship + Community Engagement)</b></li><li><b>OR</b></li><li>➤ <b>4 (Internship)/4(Community Engagement)</b></li></ul>	
--	--	--	--

			<b>20</b>	
	<b>6<sup>th</sup> Semester</b>	<b>C – 12</b>	<b>Environmental Sociology</b>	<b>4</b>
		<b>C – 13</b>	<b>Sociology of Religion</b>	<b>4</b>
		<b>C – 14</b>	<b>Urban Sociology</b>	<b>4</b>
		<b>C – 15</b>	<b>Agrarian Society in India</b>	<b>4</b>
		<b>Minor – 6</b>	<b>Gender and Sexuality</b>	<b>4</b>
			<b>Total</b>	<b>20</b>
<b>Grand Total (Semester I, II, III and IV, V and VI)</b>			<b>120</b>	
<b>The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6</b>				
<b>Year 04</b>	<b>7<sup>th</sup> Semester</b>	<b>C – 16</b>	<b>Indian Sociological Tradition</b>	<b>4</b>
		<b>C – 17</b>	<b>Sociology of North East India</b>	<b>4</b>
		<b>C – 18</b>	<b>Sociology of Gender</b>	<b>4</b>
		<b>C - 19</b>	<b>Advanced Research Methodology</b>  <b>(Development of Project Proposal/ Research Proposal and Review of Related literature)</b>  <b>Here, the focus will be on giving the students' field-based knowledge on how to develop a research project proposal. They will learn to do:</b>  <b>1. Literature review</b> <b>2. To conduct pilot survey and its basic requirements</b> <b>3. Develop the statement of the problem</b> <b>4. Identify the literature gap and how their proposal is addressing that gap</b> <b>5. Select the Universe of the study with proper justification</b> <b>6. Justify the selection of Sampling design and techniques</b>	<b>4</b>
		<b>Minor – 7</b>	<b>Ethics in Research</b>	<b>4</b>

<b>8<sup>th</sup> Semester</b>	<b>C – 20</b>	<b>Economic Sociology</b>	<b>4</b>
	<b>C – 21</b>	<b>Medical Sociology</b>	<b>4</b>
	<b>Minor– 8</b>	<b>Sociology of Work</b>	<b>4</b>
		<p><b>Dissertation (Collection of Data, Analysis and Preparation of Report)</b></p> <p><b>In continuation with the research work done in the 7<sup>th</sup> Semester, here the focus will be on doing a field study, in which:</b></p> <ol style="list-style-type: none"> <li><b>1. They will learn about the different devises and tools of collection of data</b></li> <li><b>2. They will learn to develop interview schedules and interview guides</b></li> <li><b>3. They will collect data from the field visit with the help of the developed tools.</b></li> <li><b>4. They will calculate and analyse the data with appropriate quantitative or qualitative methods.</b></li> <li><b>5. Based on their findings they will prepare a report in the form of Dissertation which will be in turn submitted at the respective departments/mentors.</b></li> </ol> <p><b>2 DSE Courses of 4 credits each in lieu of Dissertation can be offered to students from the basket of the courses given below.</b></p> <ul style="list-style-type: none"> <li>➤ <b>Sociology of Education</b></li> <li>➤ <b>Sociology of Literature</b></li> <li>➤ <b>Sociology of Crime and Punishment</b></li> <li>➤ <b>Ethics in Research and Academic Writings</b></li> </ul>	<b>8</b>
	<b>DSE 01</b>		
<b>DSE 02</b>			
<b>DSE 03</b>			
<b>DSE 04</b>			
			<b>20</b>
<b>Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)</b>			<b>160</b>
<b>The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research) (4 years) after securing the requisite 160 Credits on completion of Semester 8</b>			

**Abbreviations Used:**

- **C = Major**
- **GEC = Generic Elective Course / Multi- Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

**PROGRAMME OUTCOMES(POs)**

The graduates should be able to:

PO1: Apply their understanding to real life situations to solve problems in familiar and non-familiar contexts.

PO2 : Nurture critical thinking skills to interpret and synthesize information taken from various sources of society to draw valid conclusions with evidence and examples.

PO3 : Create inclusive, tolerant, amicable social environment as conscious citizen.

PO4 : Construct and express thoughts and ideas effectively in a clear, sensitive and respectful manner for different groups and audiences related to field of learning and professional practice.

PO5 : Identify, analyze and draw inferences on real life situations and apply that knowledge for practical problem solving.

PO6 : Demonstrate a keen sense of observation, inquiry and capability for doing research in contemporary and relevant issues.

PO7 : Collaborate effectively and respectfully with diverse communities of society.

PO8 : Construct vision and build a team that can help achieve the vision of the concerned institution.

PO9 : Inculcate a healthy attitude to be a lifelong learner for self improvement.

PO10: Make optimum utilization of digital technology in teaching and learning process.

PO11: Demonstrate the capability to work in a multicultural and diversified work environment to develop a holistic and inclusive society.

PO12 : Practice constitutional, humanistic, ethical and moral values in life.

PO13 : Demonstrate the ability to comprehend the perspectives and experiences of another person or group as well as to recognize and comprehend the emotions of others.

PO14 : Develop environmental awareness and take necessary measures to mitigate environmental concerns.

PO15 : Apply the acquired knowledge and skills in work and learning contexts appropriate for the level of qualification with accountability and responsibility.

PO16 : Able to work collaboratively with and through groups of people affiliated to different geographic proximity, specific interests, and differential or similar situations.

### **Programme Specific Outcomes (PSOs)**

1. To gain in depth knowledge of the fundamentals of sociological concepts.
2. To enable students to develop process of interaction in everyday life and connect with society.
3. To equip students with the skills and expertise of designing and conducting social research.
4. They will learn to apply sociological imagination to analyze social phenomena, considering historical contexts, contemporary relevance and power dynamics.
5. They will become able to analyze local and global social issues within interconnected systems by recognizing the impact of social, economic and political forces on different populations

## Curriculum Structure of FYUGP

### Semester I

<b>Title of the Course</b>	<b>:</b>	<b>INTRODUCTION TO SOCIOLOGY - I</b>
<b>Course Code</b>	<b>:</b>	<b>SOCC1</b>
<b>Nature of the Course</b>	<b>:</b>	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	<b>:</b>	<b>04</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>60 (End Sem) + 40 (In-Sem)</b>

#### **COURSE OUTCOME:**

After completion of this course, the students will be able to

#### **CO1:**

Describe Sociology as a discipline by connecting it with various perspectives and its relation with Social Anthropology.

#### **ILO:**

- They will learn how to think Sociologically
- They will understand how different perspectives define and describe society differently.
- They can explain the factors responsible for emergence of Sociology
- They can identify the underlying factors linking emergence of sociology with the field of social Anthropology
- They can recognize the common factors which led to the emergence of sociology and social Anthropology
- They can recognize also how the field of study and methodology is different in Sociology and Social Anthropology

#### **CO2:**

Comprehend Sociology and its relations with Other Social Sciences

#### **ILO:**

- They can classify the common factors which trace relation between Sociology and Social Anthropology
- They can distinguish the differences of the beginning of Sociology and Social Anthropology
- They can associate the relationship between History and Sociology by emphasizing on both common and uncommon factors related to the nature and scope of the disciplines.
- They can explain the nature and scope of Sociology, Social Anthropology and History.
- They can defend the fact that Sociology depends on History in order to study the historical development of Society.
- They can interrelate human societies and their development over time by linking it with past events, people, and societies focusing on the specific time periods and their impact on the present.

#### **CO3:**

They can apply their knowledge to understand some of the Basic concepts

related to Sociology.

**ILO:**

- They can analyze the relationship between Individual and Group.
- They can categorize the factors which helps humans to become associated with groups.
- They can classify different types of groups.
- They can compare the forming, norming and structuring processes of different groups.
- They can examine how groups are different from each other's based on size and structure and its formation process.
- They can illustrate the idea that how group dynamics play a significant role in human lives for their survival in society.
- They can utilize this knowledge to further understand how intra and inter group conflict arises in society based on the structuring processes of group dynamics.
- They can distinguish between Associations and Institutions.
- They can relate and separate the norms, ideas and established rules and procedures related to the creation and formation of Institution and Association

**CO4:**

They will be able to evaluate and assess the importance, meaning and role of Social Change as a process in Society by highlighting its Direction and Dimensions

**ILO:**

- They can explain the meaning of Social Change
- They can assess the idea that social change is a process that is related with culture, economy, technology and other societal forces.
- They can contrast and compare the different dimensions of social change.
- They can determine the various directions to the process of Social Change
- They can develop a critique based on their understanding on how the alteration of mechanisms within the social structure is characterized by changes in the cultural symbols and rules of behaviours.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Sociology: Discipline and Perspectives</b> <ul style="list-style-type: none"> <li>• Thinking Sociologically</li> <li>• Emergence of Sociology and Social Anthropology</li> </ul>	12	03	0	15
2 (15 Marks)	<b>Sociology and Other Social Sciences</b> <ul style="list-style-type: none"> <li>• Sociology and Social Anthropology</li> <li>• Sociology &amp; History</li> </ul>	17	02	0	19
3 (15 Marks)	<b>Basic Concepts I</b> <ul style="list-style-type: none"> <li>• Individual and Group: Primary, Secondary, In Group, Out Group, and Reference Group.</li> </ul>	13	01	0	14
4 (15 marks)	<b>Basic Concepts II</b> <ul style="list-style-type: none"> <li>• Associations and Institutions</li> <li>• Social Change: Meaning, Direction and Dimensions</li> </ul>	11	01	0	12

	<b>Total</b>	<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>
<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>	<i>P: Practicals</i>		

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination	-	(40Marks)	-
Group Discussion		20Marks	
Seminar presentation on any of the relevant topic		07 Marks	
Viva-Voce		10 Marks	
		03 Marks	

### SUGGESTED READINGS:

#### Sociology: Discipline and Perspective Thinking Sociologically

- 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
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- General Sociology, Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

#### Emergence of Sociology

- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- General Sociology, Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

### **Sociology and Other Social Sciences**

- Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat **Sociology & History**
- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp. 13-30

### **Basic Concepts Individual and Group**

- MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

### **Associations and Institutions**

- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

### **Social Change**

- Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
- Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

<b>Title of the Course</b>	:	<b>SOCIOLOGICAL PERSPECTIVES</b>
<b>Course Code</b>	:	<b>MINSOC1</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**COURSE OUTCOME:**

After completion of this course, the students will be able to

**CO1:**

**Understand Functionalism as a theoretical perspective to describe society**

**ILO:**

- Learn Redcliff Brown's structural functional approach.
- Understand Emile Durkheim's views on Functionalism and how he describes society by applying this perspective.

**CO2:**

Comprehend the idea of Interpretive Sociology.

**ILO:**

- Understand Interpretive Sociological Approach
- Explain Max Weber's concept of Interpretive Sociology.

**CO3:**

Analyse Conflict Perspective to understand society

**ILO:**

- Understand Karl Marx's views on conflict and its role in Society
- Explain Ralf Dahrendorf's views on class, labour and conflict in society

**CO4:**

Explain symbolic interactionism as a sociological perspective to understand society

**ILO:**

- Understand how Herbert Blumer describes society through the lens of Symbolic interactionism
- Explain George Herbert Mead's understanding and identify his contributions in the development of Symbolic interactionism as a theoretical perspective.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (15 Marks)	<b>Sociological Perspective</b> Functionalism: <ul style="list-style-type: none"> <li>• Redcliff Brown,</li> <li>• Durkheim</li> </ul>	18	2	0	20
2 (15 Marks)	<b>Interpretive Sociology</b> <ul style="list-style-type: none"> <li>• Max Weber</li> </ul>	09	1	0	10
3 (15 Marks)	<b>Conflict Perspective</b> <ul style="list-style-type: none"> <li>• Karl Marx,</li> <li>• Ralf Dahrendorf</li> </ul>	13	2	0	15
4 (15 Marks)	<b>Interactionism</b> <ul style="list-style-type: none"> <li>• Herbert Blumer,</li> <li>• George Herbert Mead</li> </ul>	13	2	0	15

	<b>Total</b>	53	07	0	60
<i>Where,</i>	<i>L: Lectures</i>	<i>T: Tutorials</i>	<i>P: Practicals</i>		

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1	CO1		
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Procedural Knowledge	CO3	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	S	M	M	M	S	S	S
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### SUGGESTED READINGS:

#### On the Plurality of Sociological Perspective

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*,
- London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

#### Functionalism

- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Durkheim, mile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174

#### Interpretive Sociology

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol1, University of California Press, Basic Concepts, Pages 4-26

#### Conflict Perspective

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*,

- Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150 5.

**Interactionism**

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

<b>Title of the Course</b>	:	<b>INTRODUCTION TO SOCIOLOGY</b>
<b>Course Code</b>	:	<b>GECSOC1</b>
<b>Nature of the Course</b>	:	<b>GENERIC ELECTIVE COURSE (GEC)</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

After the completion of this course, the learner will be able:

**CO-1:**

To comprehend the development process of the discipline and its relation to others

**ILO:**

- To describe the process behind the development of sociology in west.
- To illustrate the scope and nature of the discipline.
- To interrelate to the essence of the discipline with other social sciences.

**CO-2:**

To apply a sociological way of thinking relating to different concepts

**ILO:**

- To define sociological concepts.
- To identify the nature and function of social elements exist in the social structure.
- To explain the process of socialization and its necessity for social life.
- To interpret social control and the processes of social change.

**CO-3**

To analyse the importance of social stratification and social mobility to explain social behaviour and human relation in society

**ILO:**

- To define the meaning of social stratification and social mobility.
- To examine caste, class and gender as different forms of social stratification and social mobility.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>Nature and Scope of Sociology</b> <ul style="list-style-type: none"> <li>• History of Sociology</li> <li>• Relationship of Sociology with other social sciences such as Anthropology and History</li> <li>•</li> </ul>	13	2	0	15
2 (10 Marks)	<b>Sociological Concepts -I</b> <ul style="list-style-type: none"> <li>• Status and Role</li> <li>• Groups, Culture</li> <li>• Structure and function</li> </ul>	8	2	0	10
3 (10 Marks)	<ul style="list-style-type: none"> <li>• <b>Sociological Concepts -II</b></li> <li>• Socialization</li> </ul>	8	2	0	10

	<ul style="list-style-type: none"> <li>Social control and Change</li> </ul>				
4 (20 Marks)	<b>Social Stratification and Mobility</b> <ul style="list-style-type: none"> <li>Meaning, Nature</li> <li>Forms- Caste, Class and Gender</li> </ul>	8	2	0	10
	<b>Total</b>	37	8	0	45

*Where, L: Lectures T: Tutorials P: Practicals*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1	CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

### Mapping of Course Outcomes to Program Outcomes

CO/P O	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	S	S	M	M	S	S	M	S	M	S	M	S	S
CO2	S	S	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

#### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination	-	(40Marks)	20Marks	-
Group Discussion			07 Marks	
Seminar presentation on any of the relevant topic			10 Marks	
Viva-Voce			3 Marks	

#### SUGGESTED READINGS:

##### Nature and Scope of SociologyHistory of Sociology

- Giddens, A., 2006 (5<sup>th</sup> ed.), Sociology, London: Oxford University Press, Chapter 1, pp.2-29. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History. Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp.16-34.

##### Sociological ConceptsStatus and Role

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 9, pp. 250-179.
- Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp.113-131.

##### Groups

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter10, pp. 280-309.

##### Culture

- Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 5 & 6, pp. 125-187.

**Socialization**

- Horton, P.B. and C.L.Hunt, 1985, *Sociology*, New York: Mc Graw Hill, Chapter 4, pp 79-103.

**Structure and Function**

- Radcliffe-Brown, A.R., 1976, *Structure and Function in Primitive Society*, London: Cohen and West, Chapter 9 & 10, pp. 178-204.

**Social Control and Change**

- Horton, P.B. and C.L.Hunt, 1985, *Sociology*, New York: Mc Graw Hill, Chapter 7 & 20, pp.154-181, 509-540.

**Social Stratification and Mobility**

- Gupta, Dipankar. 1991. *Social Stratification*. New Delhi. Oxford University Press.
- Tumin, Melvin. 1984. *Social Stratification* the forms and function of inequality, prentice.

<b>Title of the Course</b>	:	<b>TECHNIQUES OF SOCIAL RESEARCH</b>
<b>Course Code</b>	:	<b>SEC109</b>
<b>Nature of the Course</b>	:	<b>SKILL ENHANCEMENT COURSE</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

**CO.1:**

The students will be able to formulate research design for conducting both quantitative and qualitative research.

**ILO:** The students will be

- Able to describe the concept “research design”.
- Able to distinguish between different types of research design.
- Able to assess the research design formulated by other scholars.
- Able to formulate research design on different topics.

**CO2:**

The students will be able to analyze the quantitative and qualitative approach of social research.

**ILO:** The students will be

- Able to define quantitative and qualitative approach of social research.
- Able to draw the distinctions between quantitative and qualitative research.
- Able to illustrate the different steps of ethnographic research.

**CO3:**

The students will be able to construct for data collection in quantitative and qualitative research.

**ILO:** The students will be

- Able to identify the primary and Secondary sources of data.
- Able to describe different methods and tools of data collection .
- Able to distinguish between quantitative and qualitative methods of data collection.
- Able to construct questionnaire and interview schedule for data collection.

**CO 4.**

The students will be able to supply different quantitative and qualitative methods of data analysis.

**ILO:** The students will be

- Able to identify different methods of data analysis.
- Able to apply content analysis in analysis data.
- Able to apply statistical methods in analysis of data in social research.

UNITS	CONTENTS	L	T	P	Total Hours
-------	----------	---	---	---	-------------

1 (15 Marks)	<b>Research Design</b> <ul style="list-style-type: none"> <li>• Concepts,</li> <li>• Framing of research questions &amp; Hypotheses</li> <li>• Sampling Frameworks</li> </ul>	10	2	0	12
2 (10 marks)	Quantitative & Qualitative Methods <ul style="list-style-type: none"> <li>• Surveys &amp; Ethnographies</li> </ul>	8	2	0	10
3 (15 Marks)	<b>Data Collection</b> <ul style="list-style-type: none"> <li>• Primary Sources</li> <li>• Secondary Sources/ Techniques of data Collection</li> </ul>	8	2	0	10
4 (20 Marks)	<b>Data Analysis</b> <ul style="list-style-type: none"> <li>• Content Analysis</li> <li>• Statistical Analysis: frequency distribution, cross tabulation,</li> <li>• Measures of central tendency</li> </ul>	11	2	0	13
<b>Total</b>		37	8	0	45

Where,

*L: Lectures**T: Tutorials**P: Practicals*

### Cognitive map of course outcomes with blooms taxonomy

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO4	CO2		C03
Meta-cognitive						CO1

### Mapping of Course Outcome to Programme Outcome:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	M	S	S	S	M	S	M	S	M	S	M	M	M	M	S	M
CO 2	S	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO 3	S	M	M	S	S	S	M	S	M	S	S	M	S	S	S	M
CO 4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	S	M

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination -  
 Group Discussion  
 Seminar presentation on any of the relevant topic

**(40Marks)**

20Marks -

07 Marks

10 Marks

Viva-Voce

3 Marks

**SUGGESTED READINGS:****Research Design**

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

**Suggested Assignments:**

- Design a survey on factors effecting marriage choices of young people.
- 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.
- 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.
- 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.

**Data Collection**

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

**Suggested Assignments:**

- 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.
- Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- 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.
- Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

**Data Analysis**

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

**Suggested Assignments/Exercise:**

- 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.
- Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- Students will be provided with data sets to run them in a software program.

<b>Title of the Course</b>	:	<b>INTRODUCTION TO SOCIOLOGY – II</b>
<b>Course Code</b>	:	<b>SOCC2</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**COURSE OUTCOME:**

After completion of this course, the students will be able to

**CO1:**

Analyze the meaning of Sociological Perspective and how they are related to the explanation of Society

**ILO:**

- Explain Functionalism as a sociological perspective
- Illustrate the contribution of Redcliff Brown to Functionalism
- Distinguish between Redcliff Brown and Emile Durkheim's contribution to functionalism

**CO2:**

Students will be able to assess social interaction from the perspective of Weberian interpretative Sociology

**ILO:**

- Explain the core ideas of Interpretative Sociology
- Illustrate Max Weber's contribution to Sociology and its methodology

**CO3:**

Students will be able to examine the core ideas in conflict perspective for understanding social reality

**ILO:**

- Explain the core ideas in Marxian conflict theory
- Compare Ralf Dahrendorf conflict theory with the conflict theory of Marx

**CO4:**

Examine the importance of interactionism as a theoretical perspective in understanding social reality

**ILO:**

- Interpret the core ideas in Interactionism
- Illustrate George Herbert Mead's ideas on the underlying process of human interaction in the society
- Compare the ideas of Herbert Blumer with Mead on human interaction in society

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Perspective <ul style="list-style-type: none"> <li>• Functionalism:</li> <li>• Redcliff Brown, Durkheim</li> </ul>	18	2	0	20
2 (15 Marks)	Interpretive Sociology <ul style="list-style-type: none"> <li>• Max Weber</li> </ul>	09	1	0	10

3 (15 Marks)	Conflict Perspective <ul style="list-style-type: none"> <li>• Karl Marx,</li> <li>• Ralf Dahrendorf</li> </ul>	13	2	0	15
4 (15 Marks)	Interactionism: <ul style="list-style-type: none"> <li>• Herbert Blumer,</li> <li>• George Herbert Mead</li> </ul>	13	2	0	15
<b>Total</b>		53	07	0	60

*Where,**L: Lectures**T: Tutorials**P: Practicals*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO1	CO2, C03, C04		
Meta-cognitive						

### Mapping of Course Outcome to Programme Outcome:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	M	M	,M	M	S	M	S	M	S	M	S	M	S	M	M
CO 2	M	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO 3	M	S	M	S	M	M	S	S	M	S	S	M	S	S	S	M
CO 4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	M	M

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

#### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination -  
 Group Discussion  
 Seminar presentation on any of the relevant topic  
 Viva-Voce

**(40Marks)**

20Marks -  
 07 Marks  
 10 Marks  
 3 Marks

#### SUGGESTED READINGS:

##### On the Plurality of Sociological Perspective

- Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47

- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17
- Functionalism**
- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
  - Durkheim, mile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp.149-174

### **Interpretive Sociology**

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol 1, University of California Press, Basic Concepts, Pages 4-26

### **Conflict Perspective**

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150 5. Structuralism (8-9 Weeks)

### **Interactionism**

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

<b>Title of the Course</b>	:	<b>SOCIOLOGY OF INDIA</b>
<b>Course Code</b>	:	<b>MINSOC2</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**COURSE OUTCOME:**

After completion of this course, the students will be able to

**CO1:**

Evaluate the institutions and processes of Indian society.

**ILO:**

- Comprehend Indian society as a plural society and classify the emergent trends of pluralism
- Categorize the different social institutions of India and its changing trends, nature and characteristics.

**CO2:**

Apply sociological lens to view Indian realities.

**ILO:**

- Explain the process of social formation of identities and changes in Indian society.
- Interpret the challenges and contradictions faced by Indian society in recent times.

**CO3:**

Analyse different social movements and recognize that these movements have been a response to the historical discrimination, marginalization, and neglect faced by different ethnic and linguistic groups in India

**ILO:**

- Understand the concept of ethnicity and Identity
- Explain what is the meaning of “Dalit” and the concept of Dalit movement
- Describe different stages and forms of Dalit movements in India;
- Identify the Dalit leaders and their contribution.
- Explain the structural and cultural reasons for Dalit uprising.
- Describe women’s movement as an important variant of social movement
- Explain how women’s issues are raised in the reform movements of nineteenth and early twentieth centuries.
- State and describe the basic aspects of women’s organisations, issues and their role in the movement.
- Describe the changing facets of women’s movement in the Post-Independence period.

**CO4:**

Analyze the evolution and contemporary challenges of state institutions and the role of the state in addressing the challenges of growth, modernization and globalization.

**ILO:**

- Understand the stages of communalism
- Distinguish between communalism and secularism

- Comprehend that communalism, regionalism, and secularism are political ideologies with different belief systems.
- Recognize regionalism as a political philosophy, which has its roots in the regional and cultural diversity of India.

UNITS	CONTENTS	L	T	P	Total Hours
1 15 Marks)	<b>India as a Plural Society</b> <ul style="list-style-type: none"> <li>• Meaning of plural society,</li> <li>• Emerging trends of pluralism- political, economic and culture.</li> </ul>	13	2	0	15
2 (15 Marks)	<b>Social Institutions and Practices</b> <ul style="list-style-type: none"> <li>• Meaning and definition</li> <li>• Meaning, definition, characteristics and changing trends –Caste, Tribe, Class.</li> </ul>	13	2	0	15
3 (15 Marks)	<b>Identities and Change</b> <ul style="list-style-type: none"> <li>• Ethnic Movement</li> <li>• Dalits' Movement</li> <li>• Women's Movement</li> </ul>	13	2	0	15
4 (15 Marks)	<b>Challenges to State and Society</b> <ul style="list-style-type: none"> <li>• Communalism</li> <li>• Secularism</li> <li>• Regionalism</li> </ul>	13	2	0	15
<b>Total</b>		52	8	0	60

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*

### Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO2		CO1	
Procedural Knowledge				CO2 CO3 CO4	CO1 CO2	
Metacognitive Knowledge						

### Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M

CO3	S	S	S	M	S	S	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	M	S	S	M	S	S	S	M	S	M

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT: (40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READINGS:**

**India as a Plural Society**

- Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press

**Introduction Social Institutions and PracticesCaste**

- Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille
- Srinivas, M.N., 1956, "A Note on Sanskritizationand Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
- Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of Developing Societies': South Asia*. London: Macmillan. John Harriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

**Class**

- Thorner, Daniel, 1992."Agrarian Structure" in Dipankar Gupta (ed.), *Social Stratification in India*, New Delhi: Oxford University Press, pp. 261-270.
- Deshpande, Satish, 2003, *Contemporary India : A Sociological View*. New Delhi; Viking, pp. 125-150.

**Identities and Change**

- Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: SagePublications, Chapter 1 and 7.
- Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women“s movement“, inNivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.
- Kumar, Radha.1993 "The history of doing :An illustrated account of Movements for Women’s
- Right and Feminsm in India 1800-1900” Kali for women

**Challenges to State and Society**

- Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press,Chapter 8.
- Dumont, L. 1997, *Religion, Politics and History in India*. Paris: Mouton, Chapter 5.
- Pakem B. 1990, "Nationality, Ethnicity and Cultural Identity”OMSONS Piblications, New Delhi.

<b>Title of the Course</b>	:	<b>INDIAN SOCIETY: IMAGES AND REALITIES</b>
<b>Course Code</b>	:	<b>GECSOC2</b>
<b>Nature of the Course</b>	:	<b>GENERIC ELECTIVE COURSE (GEC)</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course outcomes:**

After the completion of this course, the learner will be able:

**CO-1:**

To describe the sociological explanation about Indian society and its ideas

**ILO:**

- To locate India as nation.
- To locate India as civilization.

**CO-2:**

To explain the major social institutions of Indian society and the processes of functioning of these institutions.

**ILO:**

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.
- To analyse the understanding of variability and changes relating to family.
- To critique the construction of gender in Indian society.

**CO-3:**

To critically analyse the concepts of civilization, colony and nation in Indian context

**ILO:**

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>Sociological understanding of Ideas of India:</b> Civilization <ul style="list-style-type: none"> <li>• Colony</li> <li>• Nation and</li> <li>• Society</li> </ul>	11	2	0	13
2 (15 Marks)	Institutions and Processes <ul style="list-style-type: none"> <li>• Village,</li> <li>• Town</li> <li>• Caste,</li> <li>• Religion,</li> </ul>	10	2	0	12

3 (10 Marks)	Family and Gender • Social Construction of Gender • Form and Formation of Family	7	1	0	8
4 (15 Marks)	Critical understanding of : • Civilization,colony,  • Nation and society	10	2	0	12
<b>Total</b>		38	7	0	45

*Where, L: Lectures T: Tutorials P: Practicals*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge	CO1		CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

### Mapping of Course Outcomes to Program Outcomes

CO/P O	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	S	S	S	M	S	M	S	M	M	M	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination	-	(40Marks)	20Marks	-
Group Discussion			07 Marks	
Seminar presentation on any of the relevant topic			10 Marks	
Viva-Voce			3 Marks	

### SUGGESTED READINGS:

#### Ideas of India : Civilization, Colony, Nation and Society

- Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27
- Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5& 8 (1-7, 24-31, 51-59, 79-97)

#### Institutions and Processes Village, Town and Region

- Breman, Jan. \_The Village in Focus' from the Village Asia Revisited, Delhi: OUP 1997.Pp. 15-64
- Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987,Chapters. 4 and 6. Pp.78-85 & 100 – 135

#### Caste, Religion and Ethnicity

- Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies,

2009.Pp. 1-35

- Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
- Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: ‘Basic Conflict of ‘we‘ and ‘they‘ Between religious traditions, between Hindus, Muslims and Christians‘. Pp.

### **Family and Gender**

- Dube, Leela. ‘On the Construction of Gender: Hindu Girls in Patrilineal India‘, *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19
- Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,
- 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

### **Critiques**

- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.
- Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

<b>Title of the Course</b>	:	<b>SOFT SKILL AND PERSONALITY DEVELOPMENT</b>
<b>Course Code</b>	:	<b>SEC209</b>
<b>Nature of the Course</b>	:	<b>SKILL ENHANCEMENT COURSE</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

## **COURSE OUTCOME**

After completion of this course, the students will be able to

### **CO1:**

**Understand Soft skill and its relation with the process of personality development**

#### **ILO:**

- Classify Soft skills
- Understand the role of Self in social interaction,
- Define and explain Emotional Intelligence and Critical thinking

### **CO2:**

Comprehend and apply the practical and theoretical part of soft skill training which is essential for effective communication.

#### **ILO:**

- Define Interpersonal skills,
- Distinguish between interpersonal and social skill effective in communication
- Understand interview skill and explain it as an important component of soft skill
- Understand and apply public speaking skill in their future endeavours,
- Develop presentation skill as an important component of soft skill.

### **CO3:**

Engage in activity based learning such as how to face interview, public speaking, group discussion etc.

#### **ILO:**

- Participate in Mock Interview sessions
- Prepare themselves to participate in group discussions
- Develop group dynamics
- Distinguish between verbal and non verbal communication
- Recognize the different components of positive thinking and its relation with problem solving skills.

### **CO4:**

Analyse the relationship between Stress, Health and Coping.

#### **ILO:**

- Define Social stress
- Understand the social determinants of stress and its outcomes.
- Explain the difference between problem focused and emotion focused strategies of coping.

UNITS	CONTENTS	L	T	P	Total Hours
1 (10 Marks)	<b>Soft skill and personality development- I</b> <ul style="list-style-type: none"> <li>Soft skill and its classification</li> <li>Self in social interaction, Emotional Intelligence and Critical thinking</li> </ul>	10	2	0	12
2 (10 Marks)	<b>Soft skill and personality development- II</b> <ul style="list-style-type: none"> <li>Interpersonal skills,</li> <li>Interview skill</li> <li>Public speaking skill,</li> <li>Presentation skill</li> </ul>	9	1	0	10
3 (20 Marks)	<b>Social Psychology of stress, health and coping</b> <ul style="list-style-type: none"> <li>Social stress,</li> <li>coping and adaptation-</li> <li>Conceptualizing stress as stimulus, response and transactional process</li> </ul>	9	1	0	10
4 (20 Marks)	<b>Understanding Stress &amp; Health</b> <ul style="list-style-type: none"> <li>Stress and Health,</li> <li>Coping with stress, emotion-focused and problem focused strategies</li> <li>Understanding the relationships and interactions between health, stress and coping.</li> </ul>	11	2	0	13
<b>Total</b>		39	6	0	45

*Where, L: Lectures T: Tutorials P: Practicals*

#### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO4	CO4
Procedural Knowledge	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	CO4	CO1
Meta cognitive Knowledge			CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4

#### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	S	M	M	M	S	S	S	S	S
CO2	M	M	S	S	S	S	S	S	M	M	S	S	S	S	S	S
CO3	M	M	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

**S= STRONGLY CORRELATED**  
**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT: (40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**Essential Readings**

- Dorch, Patricia. *What Are Soft Skills?* New York: Execute Dress Publisher, 2013.
- Klaus, Peggy, Jane Rohman & Molly Hamaker. *The Hard Truth about Soft Skills*. London:HarperCollins E-books, 2007.
- Petes S. J., Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw-HillEducation, 2011.
- Stein, Steven J. & Howard E. Book. *The EQ Edge: Emotional Intelligence and Your Success*.Canada: Wiley & Sons, 2006
- Ghosh ,B.N (2012): Managing Soft Skill for personality development, Tata McGraw-HillEducation, New Delhi
- Pestonjee, D M. Stress and Coping: The Indian Experience. SAGE Publications Pvt. Ltd;Second edition (15 December 1998)

**Essential Articles**

- Moksnes, Unni K. and Espnes, Geira. Stress, sense of coherence and subjective health in adolescents aged 13–18 years. *Scandinavian Journal of Public Health*, June 2017, Vol. 45, No. 4 (June 2017), pp. 397-403
- Weiss, Peter E. *Using Public-Speaking Skills to Improve Classroom Instruction* Sage Publications
- Grubaugh, Steven. *Public Speaking: Reducing Student Apprehension and Improving Oral Skills*.The Clearing House, Feb., 1990, Vol. 63, No. 6 (Feb., 1990), pp. 255-258, Published by: Taylor & Francis, Ltd.
- The OCR Guide to Presentation Skills, [www.ocr.org.uk](http://www.ocr.org.uk)
- Hanna, Jennie L. Reducing Fear with Recitations.*The English Journal*, May 2018, Vol. 107, No. 5 (May 2018), pp. 39-43 Published by: National Council of Teachers of English
- Gerich, Joachim. Effects of Social Networks on Health from a Stress Theoretical Perspective. *Social Indicators Research* , August 2014, Vol. 118, No. 1 (August 2014), pp. 349- 364 Published by: Springer
- Thoits, Peggy A. Stress and Health: Major Findings and Policy Implications. *Journal of Health and Social Behavior* , 2010, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S41-S53 Published by: American Sociological Association
- Pearlin, Leonard I. , Menaghan, Elizabeth G. Morton A. Mullan, Lieberman and Joseph T. *TheStress Process*. *Journal of Health and Social Behavior* , Dec., 1981, Vol. 22, No. 4 (Dec., 1981), pp. 337-356 Published by: American Sociological Association
- Walter, Nan Lin M. and Ensel . *Life Stress and Health: Stressors and Resources*. *American Sociological Review* , Jun., 1989, Vol. 54, No. 3 (Jun., 1989), pp. 382- 399 Published by: American Sociological Association
- Aneshensel, Carol S. *Social Stress: Theory and Research* .*Annual Review of Sociology* , 1992, Vol. 18 (1992), pp. 15-38 Published by: Annual Reviews

**Exercises and Practices at the classroom**

- The teacher can arrange mock Group Discussion among the students by using audio visualtechniques

- Mock public speaking forum can be created within the classroom by providing them various topics.
- Mock interview can be conducted among the students in the classroom
- The teachers can engage the students in preparing power point presentation on various topics and ask them to present it in the classroom.

### **Suggested Readings**

- R. Baron & D. Byrne : Social Psychology: Understanding Human Interaction, 1993, PrenticeHall of India Pvt. Ltd., Delhi, 1993 (6<sup>th</sup> Edn)
- T.M Newcomb et al. : Social Psychology: A Study of Human Interaction, Tavistock Publication Ltd., London, 1961 (Revised Edn).
- Hook. D, Franks.B & Bauer W. Martin (2011): The Social Psychology of Communication, (6<sup>th</sup> edition), AIAA.
- **E- resource:**
- <https://openpress.usask.ca/introductiontopsychology/chapter/stress-and-coping/>
- <https://mspace.lib.umanitoba.ca/server/api/core/bitstreams/b8d9c38e-e6fa-4c1e-af34-2d7938679d89/content>
- <https://davidscottsociology.tripod.com/sitebuildercontent/sitebuilderfiles/socialstress.pdf>
- [https://sites.bu.edu/deborahcarr/files/2020/09/Carr-Umberson\\_HSP-2013.pdf](https://sites.bu.edu/deborahcarr/files/2020/09/Carr-Umberson_HSP-2013.pdf)
- <http://aristeiainmed.aegean.gr/ext-files/koinoniko-oikonomikes/social-stress.pdf>
- [https://www.researchgate.net/publication/234838398\\_Social\\_Stress\\_Theory\\_and\\_Research](https://www.researchgate.net/publication/234838398_Social_Stress_Theory_and_Research)
- <https://mspace.lib.umanitoba.ca/items/5770b1bc-11f4-4d9f-9bb4-2e9ddb42c294>

<b>Title of the Course</b>	:	<b>SOCIOLOGY OF INDIA - I</b>
<b>Course Code</b>	:	<b>SOCC3</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcome (CO):**

After completion of this course, the students will be able to

**CO1:**

To assess the processes and modes of construction of knowledge of India

**ILO:**

- Analyze the construction of sociological knowledge in the Indian Social Context
- Examine the processes of the social construction of knowledge

**CO2:**

Evaluate key concepts and institutions which are useful for them understanding of the Indian society.

**ILO:**

- To apply sociological imagination related to different institutions of Indian society.
- To analyze the relationship between castes, tribes and village studies with major social institutions of Indian society
- To evaluate Kinship principles and patterns of Indian social life and how it is related to sociological understanding.

**CO3:** Analyze the model of Agrarian classes and Industrial classes in India

**ILO:**

- Describe agrarian classes and its characteristics
- Define Industrial classes and its characteristics
- Understand the concept of Labour and how it is related to Industrial Society
- Understand how Work, Industry and Society are related to each other

**CO4** Evaluate Kinship principles and patterns of Indian social life

**ILO:**

- Understand Principle and Pattern of Kinship
- Examine the relationship between religion, kinship and Society
- Outline how religion , society and kinship are related to each other

UNITS	CONTENTS	L	T	P	Total Hours
1 (14Marks)	<b>India: An Object of Knowledge</b> <ul style="list-style-type: none"> <li>• The Colonial Discourse</li> <li>• The Nationalist Discourse</li> <li>• The Subaltern</li> </ul>	13	2	0	15

	Critique				
2 (12 Marks)	<b>Indian Society: Concepts and Institutions</b> <ul style="list-style-type: none"> <li>• Caste: Concept and Critique</li> <li>• Tribe: Profile and Location</li> </ul>	10	2	0	12
3 (10 Marks)	<b>Industry and Labour</b> <ul style="list-style-type: none"> <li>• Industry: Meaning, Characteristics</li> <li>• Labour: Meaning and Characteristics</li> <li>• Industry and labour in Post Colonial India</li> </ul>	08	1	0	09
4 (12 Marks)	<b>Village: Structure and Change</b> <ul style="list-style-type: none"> <li>• Dominant Castes</li> <li>• Agrarian Classes</li> </ul>	11	1	0	12
5 (12 Marks)	<b>Kinship</b> <ul style="list-style-type: none"> <li>• Principle and Pattern</li> <li>• Religion and Society</li> </ul>	11	1	0	12
<b>Total</b>		53	07	0	60

*Where,**L: Lectures**T: Tutorials**P: Practicals*

### Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge				CO1 CO2 CO3	CO2 CO4	
Procedural Knowledge			CO2	CO1	CO2	
Metacognitive Knowledge						

### Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	S	S	S	M	S	M	S	M	S	M
CO4	S	S	S	M	S	S	S	S	S	M	S	M	S	M	S	M

**S= STRONGLY CORRELATED****M=MODERATELY CORRELATED**

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>(40Marks)</b>
Two Internal Examination -	20Marks -
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

### **SUGGESTED READINGS:**

#### **The Colonial Discourse**

- Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi:Oxford University Press, Pp.136-171

#### **The Nationalist Discourse**

- Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

#### **The Subaltern Critique**

- Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

#### **Caste: Concept and Critique**

- Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272
- Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

#### **Agrarian Classes**

- Dhanagare, D.N., 1991, —The Model of Agrarian Classes in India, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

#### **Industry and Labour**

- Breman, J., 1999, —The Study of Industrial Labour in Post Colonial India: The Formal Sector, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

#### **Tribe: Profile and Location**

- Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

#### **Village: Structure and Change**

- Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

#### **Kinship: Principle and Pattern**

- 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

#### **Religion and Society**

- Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
- Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258
- Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

#### **Note:**

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

<b>Title of the Course</b>	:	<b>SOCIOLOGICAL THINKERS - I</b>
<b>Course Code</b>	:	<b>SOCC4</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcome (CO):**

After completion of this course, the students will be able to

**CO 1:**

Appraise the contribution of August Comte in formulating Sociology as a social science

**ILO:**

- Outline Comte's idea of social evolution
- Recognise Comte's contribution to the use of positive philosophy in understanding social phenomenon
- Discuss the scope of sociology as a science as per Comte's ideas

**CO 2:**

Evaluate the significance of the work of Karl Marx in understanding social dialectics

**ILO:**

- Infer Karl Marx ideas on the concept of dialectical materialism
- Recognise class struggle as a process of social change and evolution
- Interpret mode of production as an idea of social organization

**CO 3:**

Analyse Max Weber's contribution to the interpretation of social phenomenon

**ILO:**

- Define social action as the core element of society as per Weberian understanding
- Identify ideal type as a method of understanding social phenomenon
- Illustrate Weber's interpretation of religion and economy as social phenomenon

**CO 4:**

Examine Emile Durkheim's understanding of social phenomenon as social facts

**ILO:**

- Define social facts and its types
- Draw the relationship between society and individuals as per Durkheim's ideas
- Illustrate Durkheim's idea of suicide as a social fact

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	<b>August Comte</b> <ul style="list-style-type: none"> <li>• Law of Human Progress</li> <li>• Hierarchy of Sciences</li> </ul>	10	2	0	12

2 (15Marks)	<b>Karl Marx</b> <ul style="list-style-type: none"> <li>• Materialist Conception of History</li> <li>• Class and Class struggle</li> </ul>	14	2	0	16
3 (15Marks)	<b>Max Weber</b> <ul style="list-style-type: none"> <li>• Social Action and Ideal Types</li> <li>• Religion and Economy</li> </ul>	14	2	0	16
4 (15 Marks)	<b>Emile Durkheim</b> <ul style="list-style-type: none"> <li>• Social Fact</li> <li>• Individual and Society</li> <li>• Suicide as a social fact</li> </ul>	15	1	0	16
<b>Total</b>		53	07	0	60

*Where, L: Lectures T: Tutorials P: Practicals*

### Cognitive map of course outcomes with blooms taxonomy

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1					
Conceptual		CO4		CO2		
Procedural					CO3	
Metacognitive						

### Mapping of course outcomes to programme outcomes

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	M	M	S	M	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	M	S	S	S	S	M	S	M	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	M	S	S	M	S	S	S	M	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination	-	(40Marks)	20Marks	-
Group Discussion			07 Marks	
Seminar presentation on any of the relevant topic			10 Marks	
Viva-Voce			3 Marks	

### SUGGESTED READINGS:

#### August Comte

- Coser, Lewis, A: Masters of Sociological Thought, New York , Harcourt Brace Jovanovich 1977

**Karl Marx**

- Intro : McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16) Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16- 80, 98-106, 142-174, 502-506

**Max Weber**

- Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)
- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
- 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

**Emile Durkheim**

- Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp.48-107, 119-144
- Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56,145-276

**SUGGESTED READINGS**

- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies. Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

<b>Title of the Course</b>	:	<b>METHODS OF SOCIOLOGICAL ENQUIRY</b>
<b>Course Code</b>	:	<b>MINSOC3</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

After the completion of this course, the learner will be able:

**CO-1:**

To explain the complexity and philosophical underpinnings of social research

**ILO:**

- To outline Sociology as a science
- To define objectivity in social research
- To discuss scientific methods in social research

**CO-2:**

To apply methodological perspectives through different modes of enquiry to do sociological research

**ILO:**

- To discuss comparative method used in the works of different social thinkers
- To interpret cultures through the lens of ethnographic method
- To draw the relation between theory and research

**CO-3:**

To assess the dynamics of quantitative and qualitative research methods

**ILO:**

- To distinguish the qualitative and quantitative research methods
- To apply different types of research methods based on the nature of study
- To justify the role of a fieldworker in doing social research
- Distinguish and compare between Inductive and Deductive Logic applied in research
- Distinguish and compare between qualitative and quantitative methods of data collection and data analysis.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>The Logic of Social Research</b> <ul style="list-style-type: none"> <li>Sociological Research: Meaning</li> <li>Science and Sociology Scientific Method: Positivist and Constructionist interpretation of Science</li> <li>Sociological Imagination: C. W. Mills.</li> </ul> <b>Objectivity in the Social Sciences</b> <ul style="list-style-type: none"> <li>Objectivity as explained by Emile Durkheim</li> <li>Objectivity as explained Max Weber</li> </ul>	16	2	0	18
2 (15 Marks)	<b>Methodological Perspectives</b> Comparative Method <ul style="list-style-type: none"> <li>Comparative method in the works of Emile Durkheim, Max Weber and Radcliffe Brown.</li> <li>The Ethnographic Method</li> </ul>	16	2	0	18
3 (15 Marks)	<b>Modes of Enquiry</b> <ul style="list-style-type: none"> <li>Theory and Research</li> <li>Inductive and Deductive Logic</li> </ul>	10	2	0	12
4 (15 Marks)	<b>Quantitative and Qualitative Research :</b> <ul style="list-style-type: none"> <li>Characteristics</li> <li>Purposes</li> <li>Types.</li> </ul>	10	2	0	12
<b>Total</b>		52	8	0	60

*Where, L: Lectures T: Tutorials P: Practicals*

#### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1				
Procedural knowledge			CO2		CO3	
Metacognitive knowledge						

#### Mapping of Course Outcomes to Program Outcomes

CO/P O	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	M	S	S	M	S	S	M	S	M	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	M	S	M	S	S

CO3	S	S	S	S	S	S	S	S	S	S	S	S	M	S	M	S	S
-----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READINGS:**

**The Logic of Social Research What is Sociological Research?**

- Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp. 3-24.
- Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.

**Objectivity in the Social Sciences**

- Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1& 2, pp. 1-46.
- Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword, pp. iii- x.

**Reflexivity**

- Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13, pp. 481-511.

**Methodological PerspectivesThe Comparative Method**

- Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi:Asia Publishing Corporation, Chapter 5, pp. 91-108.
- Béteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press, Chapter 4, pp. 72-94.

**The Ethnographic Method**

- Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: BasicBooks. Chapter 1, pp. 3-30.

**Modes of Enquiry Theory and Research**

- Merton, R. K. 1972, *Social Theory and Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5, pp. 139-171.
- Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3, pp. 11-70.

**Quantitative and Qualitative Research**

- Srinivas, M.N. et. al. 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP,Introduction, pp. 1-14.

<b>Title of the Course</b>	:	<b>MARRIAGE, FAMILY AND KINSHIP</b>
<b>Course Code</b>	:	<b>GECSOC3</b>
<b>Nature of the Course</b>	:	<b>GENERIC ELECTIVE COURSE (GEC)</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

**CO 1:**

Apply sociological perspectives in understanding kinship

**ILO:**

- Distinguish between the biological reality and social definition of kinship
- Define kinship as a cultural construction
- Describe residence and inheritance as elements of kinship

**CO 2:**

Appraise the determinants and components of kinship

**ILO:**

- Discuss descent and filiation as determinants of kinship groups
- Illustrate marriage as a social institution and describe its types
- Interpret the characteristics and functions of dowry and bride price

**CO 3:**

Examine the nature and changes in family as a social institution

**ILO:**

- Define family and its social functions
- Distinguish the types of family and household
- Illustrate the forces of change in the nature of family
- Draw the specificities of gay and lesbian families

**CO 4:**

Critically examine the contemporary issues in the field of marriage, family and kinship

**ILO:**

- Recognise the important contemporary issues related to marriage
- Interpret family as a locus of power and discrimination
- Locate the changes in kinship due to the intervention of new reproductive technologies
- Outline the relationship between marriage and migration

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>Introduction: Kinship, Critique and the Reformulation</b> <ul style="list-style-type: none"> <li>• Biological and Social Kinship</li> <li>• Cultural Kinship- residence, inheritance, social and</li> <li>• Cultural construction.</li> </ul>	9	1	0	10
2 (15 Marks)	<b>Descent, Alliance</b> <ul style="list-style-type: none"> <li>• Descent, Filiation, Complementary Filiation</li> </ul>	9	1	0	10

	<ul style="list-style-type: none"> <li>Marriage, Alliance, bride-price and dowry, monogamy and polygamy.</li> </ul>				
3 (10 Marks)	<b>Family and Household</b> <ul style="list-style-type: none"> <li>Nature and types of family, family and household, forces of change</li> <li>Reimagining Families- gay and lesbian perspective</li> </ul>	9	1	0	10
4 (15 Marks)	<b>Contemporary Issues in Marriage, Family and Kinship</b> <ul style="list-style-type: none"> <li>Choice and Regulation in Marriage-honour, shame and violence</li> <li>Power and Discrimination in the Family</li> <li>New Reproductive Technologies; Marriage Migration – meaning, prospect and challenges</li> </ul>	13	2	0	15
	<b>Total</b>	40	5	0	45

Where,

*L: Lectures**T: Tutorials**P: Practicals***Cognitive map of course outcomes with blooms taxonomy**

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1					
Conceptual				CO2		
Procedural				CO4	CO3	
Metacognitive						

**Mapping of course outcomes to programme outcomes**

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	M	S	S	S	S	M	S	M	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	M	M	S	M	S	M	S	M	S	S
CO 3	S	S	M	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	S	M	S	S	S	S	S	M	S	S

**S= STRONGLY CORRELATED****M=MODERATELY CORRELATED****MODES OF IN-SEMESTER ASSESSMENT:**

Two Internal Examination

**(40Marks)**

20Marks

-

Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	3 Marks

### **SUGGESTED READINGS:**

#### **Introduction: Kinship, Critique and the Reformulation**

##### **Biological and Social Kinship**

- Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds), *Kinship and Family: An Anthropological Reader*, U.S.A. : Blackwell, pp. 1-23.

##### **Cultural Kinship**

- Schneider, D.M., 2004 (1972), 'What is Kinship All About?', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A. : Blackwell, pp. 257-274.
- Carsten, J., 2004, 'Introduction, in *After Kinship*, Cambridge: Cambridge University Press, pp. 1-30.

##### **Descent and Alliance :**

##### **Descent, Filiation, Complementary Filiation**

- Radcliffe-Brown, A.R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, pp. 1-39.
- Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp 67-95 **Marrigae, Alliance, Prestations**
- Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E.R. Leach (eds.), *Rethinking Anthropology*, London: The Athlone Press, pp. 105-113.
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, pp. 19-23.
- Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi : Oxford University Press, pp. 341-356.

##### **Family and Household:**

- Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman, pp. 52-63
- Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Sri Lanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160-174.

##### **Contemporary Issues in Marriage, Family and Kinship :**

##### **Choice and Regulation in Marriage**

- Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India,, in
- M.E. John and J. Nair (eds), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.

##### **Power Discrimination in the Family**

- John, M.E. te.al., 2008, 'Structural Contexts of Adverse Sex Ration' in M.E. John et. Al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*, New Delhi: Action Aid, pp. 68-78.

##### **New Reproductive Technologies**

- Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163-183.

**Marriage Migration**

- Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.)11,pp.85-105.

<b>Title of the Course</b>	:	<b>HUMAN BEHAVIOUR AT WORK</b>
<b>Course Code</b>	:	<b>SEC309</b>
<b>Nature of the Course</b>	:	<b>SKILL ENHANCEMENT COURSE</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### Course Outcomes:

After the completion of this course, the learner will be able:

#### CO-1:

To explain the basic principle of organizational behaviour and how it is related to society

#### ILO:

- To describe the meaning of organizational behaviour and its process of evolution
- To identify the nature and scope of organizational behaviour
- To infer the significance of organizational behaviour

#### CO-2:

To examine the contemporary trends and changes found in organization and how it is influencing human behaviour

#### ILO:

- To locate challenges and opportunities for organizational behaviour
- To recognize the forces of organizational change
- To apply adaptive managing mechanism for the resistance to organizational change

#### CO-3:

To analyse different approaches and models of studying organizational behaviour and the contemporary challenges faced by organisations.

#### ILO:

- To illustrate Lewin's Three-Step Model and Kotter's Eight-Step Plan in understanding organizational change and development
- To apply action research in solving contemporary issues of organizational change
- To utilize the knowledge in improving human behaviour at work and organizational development

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<ul style="list-style-type: none"> <li>● <b>Introduction to Organizational Behaviour (OB):</b></li> <li>● Definition,</li> <li>● Key Elements of OB,</li> <li>● Nature and Scope,</li> <li>● Significance of OB,</li> <li>● Contributing Disciplines</li> </ul>	9	1	0	10
2 (15 Marks)	<ul style="list-style-type: none"> <li>● <b>Evolution of OB</b></li> <li>● Goals of OB,</li> <li>● Models of OB</li> <li>● Challenges and Opportunities for OB.</li> </ul>	9	1	0	10

2 (15 Marks)	<b>Organizational Change and Development</b> Forces for Change, <ul style="list-style-type: none"> <li>Managing Planned Change,</li> <li>Resistance to Change,</li> <li>Overcoming Resistance to Change,</li> <li>Approaches to Managing Organizational Change.</li> </ul>	10	2	0	12
3 (15 Marks)	<b>Approaches to understand the model of Organizational Change and development</b> <ul style="list-style-type: none"> <li>Lewin's Three-Step Model,</li> <li>Kotter's Eight-Step Plan,</li> <li>Action Research and Organizational Development, Contemporary Issues in Organizational Change</li> </ul>	11	2	0	13
<b>Total</b>		39	6	0	45

*Where, L: Lectures T: Tutorials P: Practicals*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1				
Procedural knowledge				CO2,CO3		
Metacognitive knowledge						

### Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	M	S	S	S	M	S	M	S	M	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### Essential Readings:

- Amitai Etzioni, Modern organizations Prentice Hall of India Private Limited, New Delhi, 1964.
- Fred Luthaus, Organizational Behaviour, McGraw Hill, New York, 1995.
- J.W Newstrom and Keith Davis, Organizational Behaviour: Human Behaviour at work, TataMcGraw Hill Publishing Company Limited, New Delhi, 1995.
- K. Aswathappa, Organizational Behaviour, Himalaya Publishing House, Bombay, 1996.
- Khanka S.S, Organizational Behaviour, S. Chand & Company Ltd, New Delhi, 2007
- Robbins Stephen P, Essentials of Organizational Behaviour, Prentice Hall, 1994
- Robbins Stephens P, Timothy A. Judge and Seema Sanghi, Organizational Behaviour, Pearson Prentice Hall, Delhi, 2008.

**Exercises and Practices at the classroom**

- The students may be taken to the nearby industrial units to observe the organizational structure and behaviour.
- The teachers can organize role play of organizational setting among the students in the classroom.
- The teachers can engage the students in preparing proposals to do action research in organizational set up on contemporary issues in the classroom.

**Case Studies for Students**

- Case-1- Maharashtra Association of resident Doctors (MARD) source: V.P, Michael Organisational Behaviour and Managerial Effectiveness, S. Chand and company Limited, New Delhi, 1989.
- Case-2 GE's work-out, Source: Based on D. Ulrich, S.Kerr, and R. Ashkenas, the GE work-out (New York: Mc Graw-Hill, 2002); and A. Kleiner, "GE's next workout", strategy + business, winter 2004, pp 1-5

<b>Title of the Course</b>	:	<b>Sociology of India II</b>
<b>Course Code</b>	:	<b>SOCC5</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcome:**

**CO1:**

Critically analyze the multiple socio-political forces and ideologies which shape the terrain of the nation.

**ILO:**

- Examine the historical trajectories of India
- Analyze the facets of Pluralism and Unity in India

**CO2:**

Evaluate the history of the country and the plurality of culture, diversities of caste, tribe, region, religion and ethnicity of the people of India.

**ILO:**

- Examine the Assimilative, Liberal, Cultural and Nationalist Imagination of India.
- Compare Gandhi and Ambedkar's perspectives of India
- Critique of the colonial description of Indian society

**CO3:**

Analyze different social movements in contemporary India and focus on specific political or social issues relevant to these movements.

**ILO:**

- Understand nature and concepts of various contemporary social movements
- Identify the nature of Peasant Movements before and after Independence
- Understand the concept of ethnicity and identity
- Analyse the identity politics behind Bodo and Karbi movement
- Describe women's movement as an important variant of social movement
- State and describe the basic aspects of women's organisations, issues and their participation in the movement
- Describe the changing facets of women's movement in the post-Independence period

**CO4:**

Analyze the evolution and contemporary challenges faced by civilization, state and society due to several societal forces such as modernization, globalization and development.

**ILO:**

- Understand the nature of communalism and its interaction with religion and politics in India
- Identify and recognize the nature of secularism in India
- Analyze how Indian politics has experienced secularism and the contradictions and challenges faced by the country while promoting secular outlook
- Recognize the various types of nationalism
- Identify the difference between nation and nationalism
- Understand the concept of nationalism and sub nationalism and the related issues in India
- Analyze nationalism and the sub-nationalism of regionalism and caste in Indian politics

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>UNIT 1</b> (15 Marks)	<b>1. Ideas of India</b>		13	2	0	15
	1.1	<ul style="list-style-type: none"> <li>• Gandhi : Swaraj, Ambedkar: Annihilation of Caste</li> </ul>				
	1.2	<ul style="list-style-type: none"> <li>• Indological: G.S.Ghurey , Louis Dumont</li> <li>• Ethnographic Approaches: M.N. Srinivas, S.C. Dube</li> </ul>				
Unit 2 (15 Marks)	<b>2. Resistance, Mobilization, Change</b>		13	2	0	15
	2.1	<ul style="list-style-type: none"> <li>• Dalit Politics: Dalit Identity, Dalit Politics</li> <li>• : Caste System and Economics, Inequality</li> </ul>				
	2.2	<ul style="list-style-type: none"> <li>• Mobility and Change: Sanskritization and Westernization</li> </ul>				
	2.3	<ul style="list-style-type: none"> <li>• Middle Class Phenomenon: The History of Assamese Middle Class</li> </ul>				
<b>UNIT 3</b> (15 Marks)	<b>3. Movements in Contemporary India</b>		13	2	0	15
	3.1	<ul style="list-style-type: none"> <li>• Peasant Movements: Peasant Movements before and after Independence</li> </ul>				
	3.2	<ul style="list-style-type: none"> <li>• Ethnic Movements: Identity Politics –Bodo, Karbi</li> </ul>				
	3.3	<ul style="list-style-type: none"> <li>• Women’s Movement: Women and Patriarchy</li> </ul>				
<b>UNIT 4</b> (15 Marks)	<b>4. Challenges to Civilization, State and Society</b>		13	2	0	15
	4.1	<ul style="list-style-type: none"> <li>• Communalism: Religion and Politics in India</li> </ul>				
	4.2	<ul style="list-style-type: none"> <li>• Secularism: Secular Experiences in India</li> </ul>				
	4.3	<ul style="list-style-type: none"> <li>• Nationalism: Nation , Nationalism and sub nationalism</li> </ul>				
		<b>Total</b>				

Where,

**L: Lectures****T: Tutorials****P: Practical's****Cognitive Map of Course Outcome with Bloom's Taxonomy**

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge					CO2	
Conceptual Knowledge				CO1 CO3 CO4	CO2	
Procedural Knowledge		CO1		CO1	CO2	
Metacognitive Knowledge						

### Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

#### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

#### SUGGESTED READINGS:

##### Gandhi and Ambedkar

- M. K. Gandhi : Hind Swaraj, Navajibon Publishing House , Ahmedabad 380014, India
- Ambedkar, B. R., 1971 [1936], Annihilation of Caste, Jullunder: Bheem Patrika

##### Indological and Ethnographic Approaches

- Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black, Pp. 1-63
- Dumont, L. and D. Pocock, 1957, 'For a Sociology of India',
- Contributions to Indian Sociology, 1, Pp.7-22

##### Dalit Politics

- Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: SagePublications, Pp.17-43
- *Mobility and Change*
- Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization',
- *The Far Eastern Quarterly*, 15(4), Pp. 481-496

##### Middle Class Phenomenon

- Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi:Penguin Books, Pp.125-150
- Axomiya Modya Brita Sreener Itihaxh- Dr. Profulla Mahanta
- Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol48; No 1 & 2; pp 75-96

##### Women's Movement

- Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: OxfordUniversity Press, pp.342-369.

##### Peasant Movements

- Pouchepadass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian

Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

### **Ethnic Movements**

- Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

### **Communalism**

- Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

### **Secularism**

- Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46
- Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

### **Nationalism**

- Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.
- Desai, A. R. ( 1979): *Social Background of Indian Nationalism*

### **Additional Instruction:**

The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations, students are advised and guided by teachers, and expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week-wise from the onset to the end of the semester.

### **Additional Reading:**

- Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press

<b>Title of the Course</b>	:	<b>Sociological Thinkers II</b>
<b>Course Code</b>	:	<b>SOCC6</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### **COURSE OUTCOMES:**

After completion of this course, the students will be able to :

#### **CO1 :**

Evaluate the ideas of Talcott Parsons and Claude Levi Strauss.

#### **ILO:**

- Explain Radcliffe-Brown's understands of social structure.
- Describe Parsons' view of social system
- Outline Parson's AGIL scheme and Pattern Variables
- Interpret Parson's theory of action
- Analyze Levi-Strauss's Structuralism

#### **CO2 :**

Evaluate the ideas of G. H. Mead, Peter L. Berger and Thomas Luckmann.

#### **ILO:**

- Describe Symbolic Interactionist Perspective
- Distinguish between the "I" and the "Me" component of self
- Explain how the individual mind and self-arises out of the social process of interaction.
- Explain the theoretical underpinnings of social construction of reality

#### **CO3 :**

Evaluate the ideas of Max Horkheimer and T.W. Adorno.

#### **ILO:**

- Describe Frankfurt School of Critical Theory
- Explain Adorno and Horkheimer's ideas on culture industry
- Analyze Adorno and Horkheimer work 'Dialectics of Enlightenment'

#### **CO4 :**

Evaluate the ideas of Pierre Bourdieu.

#### **ILO:**

- Explain the concepts of Field and Habitus and its sociological significance
- Explain how Pierre Bourdieu theorizes the new practice of Sociology
- Identify different forms of Capital
- Analyze the interrelation between Bourdieu's concept of Capital, social status and power.

	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>UNIT 1</b> (15 Marks)	<b>1. Talcott Parsons &amp; Claude Levi-Strauss</b>	13	2	0	15
	Systems & Structures <ul style="list-style-type: none"> <li>• Social System and Social Structure</li> <li>• Structural Anthropology</li> </ul>				

UNIT 2 (15 Marks)	<b>2. G. H. Mead, Peter L. Berger and Thomas Luckmann</b>		13	2	0	15
	•	G. H. Mead: Mind, Self and Society				
	•	Social Construction of Reality				
UNIT 3 (15 Marks)	<b>3. Max Horkheimer, T.W. Adorno</b>		13	2	0	15
	•	Dialectic of Enlightenment				
UNIT 4 (15 Marks)	<b>4. Pierre Bourdieu</b>		13	2	0	15
	•	Theory of Practice				
	Total					

Where,

L: Lectures

T: Tutorials

P: Practical's

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension/ Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual					CO1 CO2 CO3 CO4	
Procedural						
Metacognitive						

### Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO 2	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO 3	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO 4	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

Two Internal Examination -  
Group Discussion  
Seminar presentation on any of the relevant topic  
Viva-Voce

**(40Marks)**

20Marks -

07 Marks

10 Marks

3 Marks

## SUGGESTED READINGS:

### Talcott Parsons

- Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

### Levi-Strauss

- Levi Strauss, C. 1993. —Structure and Dialectics, in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

### G. H. Mead

- Mead, G.H. 1934 (Fourteenth Impression 1967 ) *Mind Self and Society*. Chicago:University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

### Peter L. Berger and Thomas Luckmann

- Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

### Max Horkheimer, T.W. Adorno

- 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

### Pierre Bourdieu

- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

## ADDITIONAL READING:

- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
- Saikia, J.P. Adunik Samajattik Bishleson ( in Assamese ) 2012, Bidya Bhaban Jorhat Assam.

<b>Title of the Course</b>	:	<b>Sociological Research Methods I</b>
<b>Course Code</b>	:	<b>SOCC7</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcome:**

**CO1:**

Students will be able to analyse the logic of social research

**ILO:** The students will be

- Able to describe social research
- Able to draw the relationship between research science and sociology.
- Able to illustrate scientific method.
- Able to distinguish between positivists and constructionist view on science.
- Able to analyse the trend of sociological research.

**CO2:**

Students will be able to debate on the question of objectivity in social research.

**ILO:** The students will be

- Able to explain objectivity and its role in social research.
- Able to distinguish between ‘objectivity’ explained by Emile Durkheim and Max Weber.

**CO3:**

Students will be able to assess ‘reflexivity’ as a critique to conventional sociology.

**ILO:** The students will be

- Able to illustrate methodological approach of conventional sociology.
- Able to analyse how ‘Reflexivity’ critiques positivism.

**CO4:**

The students will be able to examine different methodological perspective in social research

**ILO:** The students will be

- Able to define methodological perspectives.
- Able to analyse ‘comparative method’ in the works of Emile Durkheim, Max Weber and Radcliffe Brown.
- Able to analyse feminist method
- Able to formulate design for research from feminist perspective.

**CO 5:**

The students will be able to Illustrate the importance of theory in social research.

**ILO:** The students will be

- Able to draw the relationship between theory and research.
- Able to distinguish between deduction and induction logic of social inquiry.

**CO 6:**

Able to distinguish quantitative and qualitative research.

**ILO:** The students will be

- Able to explain quantitative research.
- Able to describe qualitative research.

➤ Able to illustrate the types of quantitative and qualitative research.

	Contents		L	T	P	Total
UNIT 1 (15 Marks)	<b>1. The Logic of Social Research</b>		18	2	0	20
	1.1	What is Sociological Research? <ul style="list-style-type: none"> <li>• Research , Science and Sociology.</li> <li>• Scientific Method : Positivist and Constructionist Interpretation of Science</li> <li>• Trend of Sociological Research ,Sociological Imagination</li> </ul>				
	1.2	Objectivity in the Social Sciences <ul style="list-style-type: none"> <li>• Objectivity as explained by EmileDurkheim</li> <li>• Objectivity as explained by MaxWeber</li> </ul>				
	1.3	Reflexivity <ul style="list-style-type: none"> <li>• The coming Crisis in Western Sociology – Methodological Approach</li> <li>• A Critique to Conventional Sociology : Reflexivity ( Harold Garfinkle)</li> </ul>				
UNIT 2 (15 Marks)	<b>2. Methodological Perspectives</b>		18	2	0	20
	2.1	Comparative Method <ul style="list-style-type: none"> <li>• Comparative Method in the works of</li> <li>• Emile Durkheim, Max Weber and Redcliff Brown</li> </ul>				
	2.2	<ul style="list-style-type: none"> <li>• Feminist Method: Approach and Design</li> </ul>				
UNIT 3 (15 Marks)	<b>3.Modes of Enquiry</b>		8	2	0	10
		<ul style="list-style-type: none"> <li>• Theory and Research</li> </ul>				
		<ul style="list-style-type: none"> <li>• Inductive and Deductive Logic</li> </ul>				
Unit 4. (15 Marks)	<b>4. Quantitative and Qualitative Research</b>		8	2	0	10
		<ul style="list-style-type: none"> <li>• Characteristics, Purpose and Types</li> </ul>				
	Total					

Where,

L: Lectures

T: Tutorials

P: Practical's

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO5	CO1,CO4, CO6	CO2, CO3	
Meta-cognitive						

**Mapping of Course Outcome to Programme Outcome:**

CO/ PO	P O1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	M	S	M	M	S	M	S	M	S	M	M	M	M	S	M
CO2	S	S	M	M	S	S	S	M	M	M	S	S	M	M	S	S
CO3	M	M	M	S	M	S	M	S	M	M	M	M	M	M	S	M
CO4	S	S	M	S	M	S	M	S	M	M	M	S	M	M	S	M
CO5	M	S	S	S	M	M	M	S	S	M	M	M	S	S	M	M
CO6	S	M	M	M	M	M	M	M	S	S	M	M	S	S	M	M

**S= STRONGLY CORRELATED****M=MODERATELY CORRELATED****MODES OF IN-SEMESTER ASSESSMENT:****(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READING:****The Logic of Social Research**

- Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp. 3-24
- Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv

**Objectivity in the Social Sciences**

- Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140
- 37
- Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreward and Chapter 2 Pp. 49-112

**Reflexivity**

- Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511

**Methodological Perspectives****Comparative Method**

- Radcliffe ,Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: AsiaPublishing Corporation, Chapter 5 Pp. 91-108
- Beiteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94

**Feminist Method**

- Harding, Sandra 1987, —Introduction: Is there a Feminist Method? in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14

**Modes of Enquiry****Theory and Research**

- Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing

House, Chapters 4 & 5 Pp. 139-171

**Analyzing Data: Quantitative and Qualitative**

- Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

<b>Title of the Course</b>	:	<b>Social Stratification</b>
<b>Course Code</b>	:	<b>SOCC8</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### **COURSE OUTCOMES :**

After completion of this course, the students will be able to :

#### **CO 1:**

Interpret the idea of social inequality from sociological perspective

#### **ILO:**

- Define social stratification from sociological understanding
- Distinguish between the concepts of inequality, difference, hierarchy and equality
- Describe closed and open patterns of social stratification and their implications on the social order

#### **CO2:**

Apply sociological perspectives to understand social inequality

#### **ILO:**

- Reproduce the ideas on social stratification by pioneer sociologist
- Distinguish between the ideas of Karl Marx and Max Weber on class
- Interpret social stratification from the functionalist perspective

#### **CO 3:**

Appraise the sources and causes of different types of social inequality

#### **ILO:**

- Identify caste, race and ethnicity as forms of social stratification
- Draw the relationship between caste, race and ethnicity as intersectional determinants of social inequality
- Extrapolate gender as a basis of social stratification

#### **CO 4:**

Appraise the social factors of social mobility and its challenges

#### **ILO:**

- Define social mobility and its types
- Explain the function of social mobility in societies
- Describe class and occupational categories as socially reproduced one.

		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
<b>Unit 1</b> (15 Marks)	<b>1.Introducing Stratification</b>	13	2	0	15	
	1.1					<ul style="list-style-type: none"> <li>● Definition of Social stratification</li> </ul>
	1.2					<ul style="list-style-type: none"> <li>● Idea of Inequality, Equality, Difference and hierarchy</li> </ul>
	1.3					<ul style="list-style-type: none"> <li>● Patterns of Social Stratification- Closedand Open</li> </ul>
<b>Unit 2</b> (15 Marks)	<b>2.Theories of Stratification</b>	13	2	0	15	
	2.1					<ul style="list-style-type: none"> <li>● Marx, Weber and Class</li> </ul>
	2.2					<ul style="list-style-type: none"> <li>● Functionalism</li> </ul>

Unit 3 (15 Marks)	<b>3.Identities and Inequalities</b>		13	2	0	15
	3.1	● Caste, Race and Ethnicity				
	3.2	● Feminism and Gendered Stratification				
Unit 4 (15 Marks)	<b>4.Mobility and Reproduction</b>		13	2	0	15
	4.1	● Definition and types of social mobility				
	4.2	● Social Reproduction - class and occupational categories				
		Total	52	8	0	60

Where,

L: Lectures

T: Tutorials

P: Practical's

**Cognitive map of course outcomes with blooms taxonomy**

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	create
Factual						
Conceptual		CO1	CO1 CO2		CO4	
Procedural				CO3		
Metacognitive						

**Mapping of course outcomes to programme outcomes**

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	S	M	S	S	S	S	M	S	M	S	S	S	S	S	S
CO 2	S	M	M	S	S	S	M	M	S	M	S	S	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 4	S	S	M	S	S	S	M	M	M	S	S	S	S	M	S	S

**S= STRONGLY CORRELATED****M=MODERATELY CORRELATED****MODES OF IN-SEMESTER ASSESSMENT:****(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READING:****Introducing Stratification**

- Worsley, Peter. *Introducing Sociology*. 2<sup>nd</sup> ed. Harmondsworth: Penguin Books,
- 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
- Beteille Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two

Sources of Inequality. Pp. 1-22

- Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp.33-56

### **Theories of Stratification Marx, Weber and Class**

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

- 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
- Bendix Reinhard \_Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

### **Functionalism**

- Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249
- Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
- 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
- Wrong Dennis H. The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782
- Stinchcombe Arthur L. Some Empirical Consequences of the Davis-Moore Theory of Stratification". *American Sociological Review* 28.5 (1963), pp. 805-808

### **Identities and Inequalities**

#### **Caste, Race and Ethnicity**

- BaiLey F G \_Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124
- Jain, Ravindra K. \_Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
- 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
- Pitt-Rivers Julia \_Race Color and Class in Central America and the West' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

#### **Feminism and Gendered Stratification**

- Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
- Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944
- Collin Patricia Hill. \_Towards a New Vision : Race, Class and Gender as Categories of Analysis and Connection' *Race, Sex and Class*, Vol.1, No.1 (Fall 1993), Pp.25-45.

#### **Mobility and Reproduction**

- Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
- Bourdieu Pierre \_Cu tura Reproductio a d Socia Reproductio ‘ *In The Structure of Schooling*:
- *Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGrawHill. 1973: 56-68.

#### **ADDITIONAL READING :**

1. Gupta, Dipankar. 1991. *Social Stratification*. New Delhi. Oxford University Press.
2. Pakem, B. 1990. *Nationality, ethnicity and Cultural Identity*. New Delhi. Omsons Publications . pp. 1-21
3. Ghurye, G.S. 1932. *Caste and Race in India*. London. Kegan Paul.
4. Dumont, Louis . 1972. *Homo Hierarchicus: An Essay on the Caste System*. Chicago. University of Chicago Press.
5. Mohanty, Chandra Talpade.2003. —Under Western Eyes: Feminist Scholarship and Colonial discourses|| in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*” by Chandra Talpade Mohanty. 2003. Durham. Duke University Press.
6. Sorokin, Pitrim.1927. *Social Mobility*. New York. Harper and Brothers.

<b>Title of the Course</b>	:	<b>Economy and Society</b>
<b>Course Code</b>	:	<b>MINSOC4</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### **Course Outcomes:**

#### **CO1:**

Understand the complex ways in which economic activity is embedded in social relations from a sociological view point.

#### **ILO:**

- Define Economic Sociology
- Understand the relationship between Economy and Society
- Conceptualise economic institutions, firms and markets as social systems
- Understand and identify the sociological aspects of economic process
- Identify the features of economic institutions in Sociology

**CO2:** Describe and identify the two major school of thoughts in Economic Sociology

#### **ILO:**

- Explain the meaning of two different schools of thought of Formalism and Substantivism
- Focus on the core ideas of formal modern economy and its proponents
- Discuss the core ideas of the substantivist scholars, such as Karl Polanyi
- Provide a critique to the theory of “gift exchange” given by Marcel Mauss

#### **CO3:**

Explain how different Modes of Production are related to social life and shapes our identity throughout the history of mankind.

#### **ILO:**

- Define mode of production
- Understand the meaning of economic mode of production
- Understand the meaning of domestic mode of production in Sociology
- Understand the meaning of peasant mode of production
- Explain the concept of mode of economy in peasant societies
- Explain the meaning and nature of capitalist mode of production
- Understand the meaning of the capitalist system in Sociology
- Discuss what role is played by capitalist production in society as envisaged by Karl Marx
- Discuss the meaning of socialist model of production in sociology
- Understand the meaning of socialized production
- Conceptualize the meaning of Socialist Economy in sociology

**CO4:** Analyse the contemporary issues related to the field of changing economic environment in Indian Economy

**ILO**

- Define Globalisation
- Understand the meaning of Global Homogenisation and its paradigm
- Define cross culture consumption
- Understand who is a cross-cultural consumer
- Analyse the cultural implications of the globalization of a consumer society
- Understand the relationship between globalization and transnationalism.
- Define ‘development’ and understand ‘development theory’ to outline how the approaches to development have changed over time.
- Discuss and analyse differing explanations of inequalities in development, both spatially and socially, and the reasoning behind different development policies.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Sociological Aspects of Economic Phenomenon (5 Weeks)</b> <ul style="list-style-type: none"> <li>• Features of economic institutions in Sociology</li> <li>• Understand the relationship between Economy and Society</li> <li>• Conceptualise economic institutions, firms and markets as social systems</li> <li>• Sociological Aspect of Economic Processes</li> </ul>	13	2	0	15
2 (15Marks)	<b>Approaches in economic sociology</b> <ul style="list-style-type: none"> <li>• Formalism and substantivism</li> <li>• Ideas of Karl Polanyi</li> </ul>	13	2	0	15
3 (15Marks)	<b>Modes of Production (6 weeks)</b> <ul style="list-style-type: none"> <li>• Domestic Mode of Production</li> <li>• Peasants</li> <li>• Capitalism</li> <li>• Socialism</li> </ul>	13	2	0	15
4 (15 Marks)	<b>Contemporary Issues (3 Weeks)</b> <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Development</li> </ul>	13	2	0	15
<b>Total</b>		52	8	0	60

Where,

L: Lectures

T: Tutorials

P: Practical's

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO2	CO2, CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	M	S	S	M	S	S	M	S	M	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT : (40Marks)**

Two Internal Examination	:	20Marks	-
Group Discussion	:	07 Marks	
Seminar presentation on any of the relevant topic:	:	10 Marks	
Viva-Voce	:	3 Marks	

### Suggested Reading:

#### 1. Sociological Aspects of Economic Phenomenon (5 Weeks)

##### 1.1 Approaches: Formalism and Substantivism

- Wilk, R. and L. Cliggett. 2007. *Economies and Cultures: Foundations of Economic Anthropology*. Chapter 1 pp. 1-14

- Polanyi, K. 1958. "Economy as an Instituted Process" in M. Grammoter and R. Swedberg (eds.) 1992 *The Sociology of EconomicLife* Boulder Colorado, West View Press. pp. 27-50

##### 1.2 Sociological Aspect of Economic Processes

#### 2. Smelser, Neil 2013 *The Sociology of Economic Life* Quid Pro Books

#### 3. (2nd Edition). New Orleans, Louisiana University Press

#### 4. Modes of Production (6 weeks)

##### 4.1 Domestic Mode of Production

- Sahlins, M-1974 *Stone Age Economics*. London, Tavistock,Chapter 2-3

## 4.2 Peasants

- Wolf, Eric 1966 *Peasants*. New Jersey Prentice Hall, Chapter-1

## 4.3 Capitalism

- Swedberg, R 2003 *The Economic Sociology of Capitalism: An Introduction and An Agenda*, Cornell University

## 4.4 Socialism

- Verdery, Kathrine 1996 „*What was Socialism, And what Comes Next?*” Princeton N.J. Princeton University. Press. Chapter-1, pp. 19-38

## 5. Contemporary Issues (3 Weeks)

### 5.1 Globalization

- Ritzer 2004 *The McDonaldisation of Society*. Pine Forge press Chapter-Introduction, 1,2.

- Howes, David (ed) 1996 *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

### 5.2 Development

- Hulme, David and mark M. Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67

<b>Title of the Course</b>	:	<b>Sociology of Kinship</b>
<b>Course Code</b>	:	<b>SOCC9</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### **COURSE OUTCOMES**

After completion of this course, the students will be able to :

#### **CO1 :**

Apply the understanding of kinship terminologies, kinship usage and behaviour, in studying the kinship organization of different societies.

#### **ILO:**

- Define kinship from sociological understanding
- List consanguineal and affinal Kin
- State the difference between real and fictive kinship
- Explain the basic concepts such as clan, lineage, descent, incest taboo
- Describe the regional variations of kinship system

#### **CO2 :**

Interpret the approaches associated with the study of kinship.

#### **ILO:**

- Explain descent approach to the study of kinship system
- Explain alliance approach to the study of kinship system
- Explain cultural approach to the study of kinship system
- Outline David Schneider's contributions to the understanding of kinship

#### **CO3 :**

Analyze the perspectives on family, household and marriage.

#### **ILO:**

- Describe family and its types
- Describe marriage and its types
- Distinguish between family and household
- Identify the changes in the institution of family and marriage in contemporary times

#### **CO4 :**

Analyze the changing nature of kinship systems.

#### **ILO:**

- Explain Janet Carsten's concept of relatedness as a new direction in kinship studies
- Discuss New Reproductive Technologies or NRT from the perspective of kinship studies
- Examine how NRT is transforming prior definitions of kinship
- Interpret the gender dimension in kinship
- Demonstrate how the meaning of family has changed historically and has significant implications on kinship studies

	Contents		L	T	P	Total
<b>Unit 1</b> (15 Marks)	<b>1.Introduction:</b>		8	2	0	10
	1.1	<b>Key Terms:</b> Descent, Consanguinity, Filiation, Incest Taboo, Affinity, Family, Residence				
<b>Unit 2</b> (15 Marks)	<b>2.</b>	<b>Approaches:</b>	18	2	0	20
	2.1	Descent				
	2.2	Alliance				
	2.3	Cultural				
<b>Unit 3</b> (15 Marks)	<b>3. Family, Household and Marriage</b>		08	2	0	10
	3.1	Nature, Types and Changes				
<b>Unit 4</b> (15 Marks)	<b>4.Re-casting Kinship</b>		18	2	0	20
	4.1	Relatedness- Concept and Type				
	4.2	Kinship and Gender				
	4.3	Re-imagining Families				
	4.4	New Reproductive Technologies				
	Total		52	8	0	60

Where : L: Lectures, T: Tutorials, P: Practical

#### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension/ Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual		CO2	CO1			
Procedural				CO3 CO4		
Metacognitive						

#### Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	S	S	S	S	M	M	M	S	S	M	M	S	S
CO2	M	S	M	M	S	S	M	M	M	M	M	M	M	M	M	S
CO3	M	S	M	S	S	S	M	M	M	M	M	M	M	M	M	S
CO4	S	S	M	S	S	S	M	M	M	M	S	M	S	M	M	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT****(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READING:***Key terms and Approaches*

- Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London:Oxford University Press, Introduction, Pp.1-39
- Evans-Pritchard, E.E., 2004 (1940), *‘The Nuer of Southern Sudan’*, in R. Parkin and L. Stone (eds.),
- *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
- Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The AthlonePress, Chapter 3, Pp. 67-95
- Leach, Edmund, 1962, *‘On Certain Unconsidered Aspects of Double Descent Systems’*,
- *Man*, Vol. 62, Pp. 130-134
- Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
- Dumont, L., 1968, *‘Marriage Alliance’*, in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19-23
- Schneider, D., 2004, *‘What is Kinship All About?’*, in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274
- Das, V., 1994, *‘Masks and Faces: An Essay on Punjabi Kinship’*, in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222
- Shah, A.M., 1998, *‘Changes in the Indian Family: An Examination of Some Assumptions’*, in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
- Freeman, J. D., 1958, *‘The Family Systems of the Iban of Borneo’*, in
- J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52 [Readings marked \* are repeated in Section 2]

**Family, Household and Marriage**

- Shah, A.M., 1998, *‘Changes in the Indian Family: An Examination of Some Assumptions’*, in *The Family in India: Critical Essays*, New Delhi: Orient Longman, Pp.52-63
- Freeman, J. D., 1958, *‘The Family Systems of the Iban of Borneo’*, in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52
- Leach, E.R., 1961, *‘Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law’*, in E. R. Leach (ed.),
- *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113
- Gough, Kathleen E., 1959, *‘The Nayars and the Definition of Marriage’*, in
- *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

- Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45
- *Re-casting Kinship*

#### **Relatedness**

- Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi'
- *American Ethnologist*, 22 (2): 223-24.1
- *Kinship and Gender*
- Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

#### **Re-imagining Families**

- Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136
- *New Reproductive Technologies*
- Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in
- R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

#### **ADDITIONAL READING :**

1. Revathi, A.; V. Geetha. 2010. *The Truth About Me: A Hijra Life Story*. Bangalore. Penguin Global.
2. Agnes, Flavia. 1990. *My Story.... Our Story of Rebuilding broken lives*. Mumbai. Majlis

<b>Title of the Course</b>	:	<b>Political Sociology</b>
<b>Course Code</b>	:	<b>SOCC10</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

### **COURSE OUTCOME**

After completion of this course, the students will be able to

#### **CO1:**

Understand some major theoretical debates and concepts in Political Sociology

#### **ILO:**

- Define political Sociology
- Explain Nature and Scope of political Sociology
- Discuss the emergence and development of political Sociology in the West

#### **CO2:**

Comprehend and identify various concepts of Political Sociology related to contemporary political issues.

#### **ILO:**

- Define Power and Authority
- Distinguish between state, governance and citizenship
- Explain the perspectives of Pareto, Bottomore and C. Wright Mills on Elites and Ruling Classes,

#### **CO3:**

Analyse Political Systems from historical roots to present day status.

#### **ILO:**

- Define different types of political systems
- Distinguish between different types of political systems in terms of similarities and dissimilarities.
- Explain the historical roots of these systems
- Critically discuss its current status and contemporary challenges.

#### **CO4:**

Understand the local power structure and can articulate among the complexities between global, national, and local events.

#### **ILO:**

- Define Local Structures of Power
- Identify the various forms of local power structures
- Explain the functions and contemporary changes in local power structures by relating it with Global governance.

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1. Contextualising the study of Political Sociology</b>		13	2	0	15
	1.1	<ul style="list-style-type: none"> <li>• Nature , Scope and Development of political Sociology</li> </ul>				
<b>Unit 2</b> (15 Marks)	<b>3. Basic Concepts</b>		13	2	0	15
	2.1	Power and Authority <ul style="list-style-type: none"> <li>• Max Weber and</li> </ul>				

		• Anthony Giddens				
	2.2	• State, Governance and Citizenship				
	2.3	• Elites and the Ruling Classes (Pareto, Bottomore and C.W. Mills)				
<b>Unit 3</b> (15 Marks)	<b>3. Political Systems :</b>		13	2	0	15
	3.1	• Segmentary				
	3.2	• Totalitarian				
	3.3	• Democratic				
<b>Unit 4</b> (15 Marks)	<b>4. Everyday State, Local Structures of Power:</b>		13	2	0	15
	4.1	• Panchayati Raj				
	4.2	• Autonomous Council				
	4.3	• Development Council				
	Total		52	8	0	60

Where : *L: Lectures, T: Tutorials, P: Practical*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Procedural Knowledge	CO3	CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	S	M	M	M	S	M	S	M	M	M
CO2	M	S	S	M	S	S	S	M	M	M	S	S	M	M	M	M
CO3	M	M	S	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S=STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### SUGGESTED READING:

#### I. Contextualising the study of Politics

- Eisenstadt, S. N. \_1971, \_General Introduction : The Scope and Development of Political Sociology' in *Political Sociology: A Reader* BasicBooks, New Your Publication, pp 3-24.
- Lewellen, Ted. 2003, \_The Development of Political Anthropology' in *Political Anthropology: An Introduction (ThirdEdition)*, Praeger, pp. 1- 14.

## 2. Basic Concepts

### 2.1 Power and Authority

- 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.
- Lukes, Steven. 2005, *Power: A Radical View*, 2nd Ed., Hampshire :Palgrave, pp. 14-49.

### 2.2 State, Governance and Citizenship

- Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, 2006, pp. 169-85
- Burchell, Graham et al (Eds), 1991, *The Foucault Effect: Studies in Governmentality*, The University of Chicago Press, Chapter 1, pp.1-51
- Marshall, T.H. 1950, *Citizenship and Social Class and Other Essays*, Cambridge University Press, pp. 10-27
- Tilly, Charles. 1999, 'Where Do Rights Come From?' in Theda Skocpol (Ed) *Democracy, Revolution and History*, Cornell University Press, pp 55-72

### 2.3 Elites and the Ruling Classes

- Mills, C. Wright, 1956. *The Power Elite, New Edition*, OUP, pp. 269-297.
- Bottomore, T.B. 1993, *Elites and Society, 2nd Edition*, Routledge, pp. 15-34
- Finner, S.E (selected and I introduced) translated by Derick Mirfin (1966) Vilfredo Pareto, *Sociological Writings*, London, Pall Mall Press Ltd. Pp 15 -80.

## 3. Political Systems : Segmentary, Totalitarian and Democratic

- Fortes, M. and E.E. Evans Pritchard (Eds), 1940. *African Political Systems*. London: Oxford University Press, Chapter 8.
- Tapper, Richard, 1990. 'Anthropologists, Historians, and Tribespeople' in Philip Shukry and Joseph Kostiner (Ed) *Tribes 15 and State Formation in the Middle East*, University of California Press, pp.48-71
- Schapiro, L. 1972. *Totalitarianism*, The Pall Mall Press, Chaps 2,3
- Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford Clarendon Press, pp. 1-45
- Chomsky, N. 1999. *Profit over People: Neoliberalism and Global Order*.
- Severn Stories Press, pp. 7-18, 43-64

## 4. Everyday State and Local Structures of Power: State and Politics in India

- Fuller, C.J. and V. Beni (Eds.), 2000. *The Everyday State and Society in Modern India*. Social Science Press, pp. 1-30
- Tarlo, Emma, 2003 *Unsettling Memories: Narratives of the Emergency in Delhi*, University of California Press, pp. 62-93
- Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, University of London Press, pp. 281-94

<b>Title of the Course</b>	:	<b>Sociological Research Methods II</b>
<b>Course Code</b>	:	<b>SOCC11</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

## **COURSE OUTCOME**

After completion of this course, the students will be able to

### **CO1:**

Develop a foundational understanding of the key components and processes involved in social research.

### **ILO:**

- Define and outline the steps involved in social research
- Describe the significance of research design in guiding the overall research process and ensuring the validity and reliability of findings.
- Understand fundamental concepts such as hypothesis and research questions, and their role in shaping research inquiries.
- Identify various field issues and contextual factors that influence the design and implementation of social research projects.
- Explain different sampling techniques and their applicability in social research settings.

### **CO2:**

Develop proficiency in employing various data collection methods used in social research.

### **ILO:**

- Interpret the rationale behind using survey methods, including focused group discussions, questionnaires, and interviews.
- Apply observation techniques in various social settings to gather relevant data
- Conduct interviews and focus group discussions to collect data effectively.
- Critically assess the ethical implications of data collection methods, including issues of privacy, confidentiality, and informed consent.
- Design surveys and questionnaires for research purposes

### **CO3:**

Develop competency in analyzing and interpreting both quantitative and qualitative data

### **ILO:**

- Outline the purpose and significance of qualitative and quantitative data analysis in social research
- Understand the principles and guidelines for selecting appropriate graphical representations based on the nature of the data and research objectives.
- State the underlying principles and approaches to content analysis and case study research
- Comprehend the concept and interpretation of measures of central tendency and

dispersion in describing the distribution and variability of data.

- Apply statistical methods to calculate measures of central tendency and dispersion for given datasets.
- Apply knowledge of content analysis techniques to analyze qualitative data from various sources, such as text, images, and videos.
- Use case study research designs to explore complex social phenomena and derive meaningful insights.
- Prepare effective report writing to organize and present both qualitative and quantitative research findings clearly and cohesively.

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1.Doing Social Research</b>		18	2	0	20
	1.1	The Process of Social Research (a) Steps of Social Research (b) Research Design				
	1.2	Concepts, Hypothesis, Research Questions				
	1.3	Field (Issues and Context)				
	1.4	Sampling				
<b>Unit 2</b> (15 Marks)	<b>2.Methods of Data Collection</b>		8	2	0	10
	2.1	Survey Methods: Focused Group Discussion, Questionnaire and Interview				
	2.2	Observation: Participant and Non-Participant				
<b>Unit 3</b> (15 Marks)	<b>3.Quantitative Data Analysis</b>		18	2	0	20
	3.1	<b>Statistical Methods:</b> Graphical and Diagrammatic Presentation of Data (Bar diagrams, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives).				
	3.2	Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).				
	3.3	Measures of Dispersion (Standard Deviation, Variance and Covariance)				
	3.4	Report Writing				
<b>Unit 4</b> (15 Marks)	<b>4.</b>	<b>Qualitative Data Analysis</b>	8	2	0	10
	4.1	Content Analysis				
	4.2	Case Study				
	4.3	Report Writing				
		Total				

Where,

**L: Lectures**

**T: Tutorials**

**P: Practical's**

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge		CO1,CO2,CO3				
Procedural Knowledge			CO2,CO3			CO3
Metacognitive Knowledge						

### Mapping of Course outcomes to Program Outcomes

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	M	S	S	S	M	M	M	M	M	M	M	M	S	M
CO2	M	S	M	S	S	S	M	M	M	M	M	M	M	M	S	M
CO3	M	S	M	S	S	S	M	M	M	M	M	M	M	M	S	M

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### SUGGESTED READING:

#### Doing Social Research

- 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.

#### Concepts and Hypothesis

- Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.
- Field (Issues and Contexts)*
- Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.
- Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1-14.

#### Methods of Data Collection

- 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.
- 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.
- Bailey, K. (1994). Interview Studies in *Methods of social research*. Simon and Schuster, 4<sup>th</sup> ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.

#### **Observation: Participant and non-Participant**

- Bailey, K. (1994). Observation in *Methods of social research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch 10. Pp.241-273.
- Whyte, W. F. 1955. *Street Corner Society*. Chicago: University of Chicago Press. Appendix.

#### **Statistical Methods**

##### **Graphical and Diagrammatic presentation of data**

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

##### **Measures of Central Tendency**

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

##### **Measures of Dispersion**

- Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 263-277. Note: Numericals to be taught for individual, discrete and continuous series for the topics mentioned above. No specific method for calculating the same be specified.

<b>Title of the Course</b>	:	<b>Polity and Society in India</b>
<b>Course Code</b>	:	<b>MINSOC5</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

**CO1:**

Understand the study of Indian politics from a sociological Perspective.

**ILO:**

- Describe the relationship between Politics and Society
- Explain the role of state and governance
- Discuss how Politics in Independent India grow and encounter with numerous challenges
- Summarize how democracy in India grow through several democratic Processes and social Problems
- Explore the role of Caste and Class Structure in Indian Politics

**CO2:**

Interpret and identify the theories, categories and conceptual tools to understand politics in relation to society in general.

**ILO**

- Identify the Social Character of the Indian State
- Explain how evolution of state is related to Politics of Ideology in India,
- Interpret specific social and political phenomenon in the light of the different political ideologies in Politics in India.
- Understand the concept of Para-Political Systems

**CO3:**

Understand the concepts of different Political Identities and how these are related to Political Institutions and Democratic Process

**ILO**

- Define Nation and its characteristics
- Define Caste, Religion and Ethnicity and analyse how they are related to politics
- Understand how different political processes are related to several social factors that shapes the nature of Indian Democracy
- Explain how different Political Institutions are associated with the growth and development of Indian Democracy as a process.
- Understand the roots of Local government and its role in contemporary Indian politics
- Explain how Local level Politics is deep rooted in Social and Cultural Perspectives of Indian Society
- Understand the growth and development of party system in India

**CO4:**

Analyse why and how Protest and Resistance in Indian Politics bring massive mobilization in Indian Society

**ILO**

- Understand the concept of Political Mobilization
- Understand the relationship among political culture, political socialisation and political mobilization.
- Explain the causes and consequence of Grassroots Mobilizations in Indian Politics
- Understand what is the resistance in politics
- Comprehend What is a protest in politics
- Explain the role of resistance movement in India
- Discuss the Recent Change in Indian Politics due to resistance and protest

		<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1 On Studying Politics and Society in India</b>		13	2	0	15
	1.1	<ul style="list-style-type: none"> <li>• Politics and Society</li> <li>• State and governance</li> <li>• Politics in Independent India</li> </ul>				
<b>Unit 2</b> (15 Marks)	<b>2. Politics in Independent India</b>		13	2	0	15
	2.1	<ul style="list-style-type: none"> <li>• <b>Recent Change in Indian Politics</b></li> </ul>				
	2.2	<ul style="list-style-type: none"> <li>• <b>Caste and Class Structure</b> and Its influence in Politics</li> </ul>				
	2.3	<ul style="list-style-type: none"> <li>• State and Politics of Ideology in India</li> </ul>				
<b>Unit 3</b> (15 Marks)	<b>3. Political Economy and Political Processes</b>		13	2	0	15
	3.1	<ul style="list-style-type: none"> <li>• Political Machine</li> </ul>				
	3.2	<ul style="list-style-type: none"> <li>• Political Identities: Nation, Caste, Religion and Ethnicity</li> </ul>				
	3.3	<ul style="list-style-type: none"> <li>• Political Institutions and Democratic Process</li> </ul>				
<b>Unit 4</b> (15 Marks)	<b>4. Protest and Resistance in Indian Politics</b>		13	2	0	15
	4.1	<ul style="list-style-type: none"> <li>• Political Mobilization</li> </ul>				
	4.2	<ul style="list-style-type: none"> <li>• Resistance in politics</li> </ul>				
	4.3	<ul style="list-style-type: none"> <li>• Recent Change in Indian Politics</li> </ul>				
		Total	52	8	0	60

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO2	CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	M	M	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	M	M	M	M	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

#### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

#### Suggested Reading:

##### On Studying Politics and Society in India (4 Weeks)

- Chatterjee, Partha, 1997. *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1-39
- Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S.Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44
- Spencer, Jonathan, 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2.Locating the Political. pp. 19-47
- Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in
- James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp.72-99

##### Themes in Politics and Society in India: (9 Weeks)

###### Political Economy

- Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7.pp. 1-59, 211-219
- Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan(ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

###### Political Machine

- Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (ed.), *Local level*

*Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

- Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', *Economic and Political Weekly*, vol.6 (7), pp.457-64

### **1.1 Political Identities: Nation, Caste, Religion and Ethnicity**

- Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721
- Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225
- Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP.pp. 496 – 520

### **1.2 Political Institutions and Democratic Processes**

- Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98
- Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

## **2. Protest and Resistance in Indian Politics (1 Week)**

- Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

<b>Title of the Course</b>	:	<b>Environmental Sociology</b>
<b>Course Code</b>	:	<b>SOCC12</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**CO1:**

Critically examine the core debates of environmental sociology.

**ILO:**

- Explain the Realist-Constructionist Debate
- Examine the environmental history of India.

**CO2.**

Analyze the various approaches to study environment in relation to society.

**ILO:**

- Explain Treadmill of Production
- Examine Risk theory
- Distinguish Ecofeminism and Feminist Environmentalism
- Classify Ecological Modernization and Political Ecology

**CO3:**

Evaluate the several environmental movements in India

**ILO:**

- Critique Chipko movement
- Evaluate Narmada Bachao Andolan
- Assess the Anti-Big Dam Movements in North East India

**CO4:**

Evaluate various environmental conventions at global level.

**ILO:**

- Examine the significance of Stockholm Convention 1972
- Outline the concept of Sustainable development
- Outline the main points of Rio Summit 1992
- Evaluate Rio declaration on Environment and development.

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1.Envisioning Environmental Sociology</b>		8	2	0	10
	1.1	Meaning, Definition, Nature and Scope				
	1.2	Realist-Constructionist Debate				
<b>Unit 2</b> (15 Marks)	<b>2.Environmental Approaches</b>		18	2	0	20
	2.1	Treadmill of Production				
	2.2	Ecological Modernization				
	2.3	Environmental Risk				
	2.4	Ecofeminism and Feminist Environmentalism				
	2.5	Political Ecology				
<b>Unit 3</b> (15 Marks)	<b>3.Environmental Movements in India</b>		18	2	0	20
	3.1	Forest based movement – Chipko				
	3.2	Water based movement – Narmada				

	3.3	Land based movements – Anti-mining andSeed				
	3.4	Anti Big Dam Movements in North EastIndia				
<b>Unit 4</b> (15 Marks)	<b>4.Environmental Conventions</b>		8	2	0	10
	4.1	Stockholm Convention 1972				
	4.2	Rio Summit 1992				
	Total		52	8	0	60

Where,

L: Lectures

T: Tutorials

P: Practical's

### Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO3		CO3	CO3 CO4	
Conceptual Knowledge		CO2	CO1	CO2		
Procedural Knowledge		CO1	CO2	CO1 CO2	CO4	
Metacognitive Knowledge						

### MAPPING OF COURSE OUTCOME TO PROGRAM OUTCOME

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	S	M	M	S	M	S	S	M	M	M	M	S	M	M
CO2	S	S	M	S	S	S	M	S	S	M	M	M	M	S	S	M
CO3	M	S	S	S	S	S	S	S	S	M	S	M	S	S	S	S
CO4	M	M	S	M	M	S	M	S	S	M	S	S	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### SUGGESTED READING:

#### Envisioning Environmental Sociology

- Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA:Sage 3rd ed. Ch 1.( pp. 1-5).
- Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).

- Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin, Ch 21 (pp. 431-442).
- Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental Values*, 61-81.

#### *Approaches*

- Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.
- Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. *Organization & Environment*, 17(3), 317-322.
- Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.
- Buttel, F. H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
- O'Connor, J. (1994). Is sustainable capitalism possible. Is capitalism sustainable? *Political Economy and the Politics of Ecology*. The Guilford Press. Ch (pp.152-175).54
- Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345.
- Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3.(pp.38-54).
- 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).
- Robbins, P. (2011). *Political Ecology: A Critical Introduction* (Vol. 16). Wiley and Sons Ltd. East Sussex, U.K. Ch 1 (pp.10-25).

#### **Environmental Movements in India**

- Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
- Khagram, S., Riker, J. V., & Sikkink, K. (2002).Restructuring the global politics of development: The Case of India's Narmada Valley Dams. *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press.(pp.206-30).
- Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608.
- Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of Agrarian Change*, 8(2-3), 315-344. 3
- Baviskar, Amita: In the belly of the river : Tribal Conflicts over
- Development in the Narmada Valley, 1995, delhi, Oxford University Press ( Introduction Chapter.
- Omvedt's , Gail : An Open Letter to Arundhati Roy, Outlook December 19, 2008( e-source )narmada.org/debates/gmail.open.letter.html.
- [Projects, feature films and documentary screenings and field visits will be undertaken by students through the course]

**ADDITIONAL READING:**

- Students will not be examined on the suggested readings but may use them for projects, and presentations that will be woven into the course.
- Guha, R., & Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.
- Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LAInt'l & Comp. L. Rev.*, 26, 111.
- Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

<b>Title of the Course</b>	:	<b>Sociology of Religion</b>
<b>Course Code</b>	:	<b>SOCC13</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**CO:**

After completion of this course, the students will be able to :

**CO1:**

Analyze the social context of religion.

**ILO:**

- Define religion from sociological understanding
- Explain the basic concepts such as Totemism, Animism, Asceticism, Mysticism, Theodicy and Eschatology
- Explain the interconnection between religion and economy
- Show the interrelation between magic, religion and science
- Interpret the linkages between Religion, Community and State

**CO2 :**

Analyze the social significance of religion

**ILO:**

- Describe the domain of sacred and profane
- Interpret the myths and life-cycle rituals practiced in different communities
- Outline the functions of religion in society
- Assess the relationship between religion and rationality

**CO3 :**

Analyze the linkages between religion and society at various level

**ILO:**

- Define prayer as a technique of religious practice
- Describe the various components of prayer
- Examine the concept of body in the context of religious studies
- Apply theoretical perspective to understand the relationship between religion and society
- Interpret ethnographic texts on various aspects of religious practices and phenomena.

	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1. Social and Religious</b>	13	2	0	15
	<b>1.1. Formulating Religious</b>				
	1.1.1 Social definitions of religion				
	1.1.2 Social functions of religion				
	<b>1.2 Asceticism and Accumulation</b>				
	1.2.1 Relationship between religion and socio-economic action				
	1.2.2 Contradiction between asceticism and accumulation				
<b>1.3 Theodicy and Eschatology</b>					

	1.3.1	Social implications of the idea of divine justice				
	1.3.2	Social implications of the idea of death and salvation				
<b>Unit 2</b> (15 Marks)	<b>2.Religion, Community and State</b>		13	2	0	15
	2.1	State, Religion and Emancipation				
	2.1.1	Religion and state				
	2.1.2.	Religion and community				
	<b>2.2 Religious and Solitude</b>					
	2.2.1	The isolation of the sacred				
	2.2.2	The sacred community and exclusion				
<b>Unit 3</b> (15 Marks)	<b>3. Elements of Religious</b>		13	2	0	15
	3.1. Sacred, Myth, Ritual (meaning and significance)(Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)					
	<b>3.2. Time-Space</b>					
	3.2.1	Transcendence and time				
	3.2.2	Sacred marking of space				
	<b>3.3. Rationality</b>					
	3.3.1	Concept of rationality (Max Weber)				
	3.3.2	Rationality in religion				
<b>Unit 4</b> (15 Marks)	<b>4. Techniques of Religious</b>		13	2	0	15
	<b>4.1. Prayer</b>					
	4.1.1	Techniques of Prayer				
	4.1.2	Prayer as a ritual				
	<b>4.2Craft</b>					
	4.2.1	Types of crafts				
	4.2.2	Functions of crafts				
	<b>4.3 Body</b>					
	4.3.1	Gestures				
	4.3.2	Performance				
	Total		52	8	0	60

Where,

L: Lectures

T: Tutorials

P: Practical's

### Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension/ Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual				CO1		

Procedural					CO2 CO3		
Metacognitive							

### Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	S	M	S	S	M	M	M	S	S	S	M	M	S
CO2	M	S	M	S	S	S	S	M	M	M	S	M	S	M	M	S
CO3	M	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

#### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

#### SUGGESTED READING:

##### Social and Religious

##### Formulating Religious

Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.

##### Asceticism and Accumulation

Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

##### Theodicy and Eschatology

Max Weber. 1978. *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

##### State, Religion and Emancipation

Marx, Karl. 2008/9 [1843] . —On the Jewish Question| in *Deutsch- Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org

##### Religious and Solitude

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.

##### Elements of religious

Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press, Book one, pp. 27-33.

Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford, pp100-122.

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.

Emile Durkheim. 1995. *The elementary forms of religious life*. Translated by Karen E.

Fields. New York: The Free Press. Book three, pp. 303-412.

### **Time-Space**

E. E. Evans-Pritchard. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

### **Rationality**

Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of ra-tionality*. Cambridge: Cambridge University Press, pp. 1-41.

### **Techniques of religious**

#### **Prayer**

Mauss, Marcel. 2008 (2003). *On prayer*. USA: Berghahn Books, pp. 19-58.

#### *Craft*

Ginzburg, Carlo. 1991. *Ecstasies*. Translated by Raymond Rosenthal. New York: Pantheon Press, pp. 1-32.

#### **Body**

Robert, Hertz. 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.

### **Suggested Readings:**

- Weber, Max. 1993. *Sociology of Religion*. Boston. The Beacon Press.
- Sen, Soumen. 1993. *Religion in North-East India*. New Delhi. Uppal Publishing House

<b>Title of the Course</b>	:	<b>Urban Sociology</b>
<b>Course Code</b>	:	<b>SOCC14</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**CO1:**

**Explain basic concepts related to the sociological study of urban Societies**

**ILO:**

- Define urban societies and their characteristics from the sociological perspective
- Describe urbanism and urbanisation as sociological processes
- Identify city and its types through sociological understanding

**CO2:**

**Apply the key theoretical perspectives for understanding urban life in historical and contemporary context**

**ILO:**

- Outline the contribution of Chicago school in defining urban social process through the ecological perspective
- Discuss the new political economy of cities through the sociological lens
- Illustrate Manuel Castells idea of cities as network society
- Identify cities as a cultural process

**CO3:**

**Analyse the social processes and groups that compose urban societies**

**ILO:**

- Describe the nature of urban communities
- Illustrate the forms of migration and its consequences on urban societies
- Recognise neighbourhood as a form of urban community

**CO 4:**

**Assess the major concerns and issues related to urban living**

**ILO:**

- Interpret leisure as a significant dimension of urban living
- Demonstrate caste, class and gender as part of the dynamics of urban politics
- Outline social movements and contestation of space in urban society

	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
<b>Unit 1</b> (15 Marks)	<b>1. Introducing Urban Sociology: Urban, Urbanism and the City</b>	13	2	0	15	
	1.1					• Urban : Definition and types
	1.2					• Urbanism: concept of urbanism in contemporary societies
	1.3					• City: concept and types
<b>Unit 2</b> (15 Marks)	<b>2.Perspectives in Urban Sociology</b>	13	2	0	15	
	2.1					• Ecological: (Chicago school)



**S= STRONGLY CORRELATED**  
**M=MODERATELY CORRELATED**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READING:**

**I. Introducing Urban Sociology: Urban, Urbanism and the City**

- 1.1 Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
- 1.2 Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1& 2. Pp. 1 – 32
- 1.3 Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26
- 2.1. **Perspectives in Urban Sociology:** Hannerz, Ulf 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58
- 2.2 Lewis, Wirth 1938 —Urbanism as a way of Life in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24
- 2.3 Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
- 2.4 Manuel, Castells 2002, —Conceptualising the city in the information age, in I.Susser (ed.) *The Castells Reader on Cities and Social Theory*, Blackwell Publishers, Malden, Ma, Pp. 1-13
- 2.5 Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
- 2.6 Simmel, George, 1903, —Metropolis and the Mental Life in Gary
- 2.7 Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley Blackwell, 2002.

**2. Movements and Settlements:**

- 2.1 Rao, M.S.A, 1981, —Some aspects of the sociology of migration, *Sociological Bulletin*, Vol. 30, 1. Pp21-38
- 3.2. Anand, Inbanathan. 2003, —Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi. Pp. 232-246
- 3.1. Benjamin S, 2004, —Urban Land Transformation for Pro-Poor Economies, *Geoforum*, Volume 35, Issue 2, March 2004, Pp. 177-197

**3. Politics of Urban Space**

- 3.1 Katznelson, Ira, 1981, *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change. Pp. 193 - 215
- 3.2 Ayyar, Varsha, 2013. —Caste and Gender in a Mumbai resettlement site, *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55
- 4.1. Kamath, Lalitha and Vijayabaskar, M, 2009 —Limits and possibilities of Middle Class Associations as Urban collective actors, *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376

4.2. Grazian, David, 2009, —Urban Nightlife, Social Capital, and the Public Life of Cities

*Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917

4.5 Manuel Castells, 1983, —Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in *San Francisco in City and the Grassroots*, Pp. 138-170

4.6 Crawford, Margaret. „The World is a Shopping Mall“, From Malcom Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139

**ADDITIONAL READING:**

1. Kumar, Nita, 1988. *The Artisans of Banaras. Popular Culture and Identity, 1880—1986*, Princeton: Princeton University Press.

2. Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul. Naidu, Ratna. 1990. *Old cities and New predicaments: A Study of Hyderabad*. New Delhi: Sage

3. Ganguly, J.B. 1995. *Urbanization and Development in North East – India: Trends and Policy Implications*. New Delhi. Deep and Deep Publications

4. Varshney, Ashutosh. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. London. Yale University Press.

5. Sarma, Pranjal. 2016. *Urbanization and Development*. Guwahati. E. B.H. Publications.

<b>Title of the Course</b>	:	<b>Agrarian Society in India</b>
<b>Course Code</b>	:	<b>SOCC15</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcome:****CO1:**

Students will be able to analyse the salient features of agrarian and peasant society.

**ILO:** Students will be able to-

- define agrarian and peasant society.
- Explain the salient features of peasant society and its sub-culture.
- Review the literature on agrarian studies in India.
- Apply the Marxian approach in studying agrarian society.

**CO2:**

Students will be able to deduce the key issues in agrarian society.

**ILO:** Students will be able to-

- explain the agrarian questions raised by Marx.
- Illustrate the moral economy of the peasantry class.
- Debate on Indian agriculture planning since independence.

**CO3:**

Students will be able to assess the major themes of agrarian sociology in India.

**ILO:** Students will be able to-

- Identify the different classes in Indian agrarian structure.
- Describe the problems of agricultural labour in India.
- Interpret the land tenure and land reform policies in India.
- Analyse the green revolution and its consequences on the socio-economic life of the farmers in India.
- Assess the major forces of farmers movement in India.
- Debate on the role of caste, class and gender in India agrarian structure.

**CO4:**

The students will be able to appraise agrarian crisis and its future in global context.

**ILO:** Students will be able to-

- Analyze the role of World Bank on addressing the agrarian crisis in Third World Countries.
- Examine the political economy in the late 20<sup>th</sup> century in maintaining global agrarian order.

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1.Agrarian Societies and Agrarian Studies</b>		13	2	0	15
	1.1	<ul style="list-style-type: none"> <li>• Agrarian Societies: Agrarian Society and its features, Peasant Society, Subculture of Peasantry</li> </ul>				
	1.2	<ul style="list-style-type: none"> <li>• Agrarian Studies: Marxian approach of studying agrarian society</li> </ul>				

<b>Unit 2</b> (15 Marks)	<b>2.Key Issues in Agrarian Sociology</b>		13	2	0	15
	2.1	<ul style="list-style-type: none"> <li>• The Agrarian Question( Marx)</li> </ul>				
	2.2	<ul style="list-style-type: none"> <li>• The Moral Economy: Subsistence ethicsand peasant economy, Rational Peasant</li> </ul>				
	2.3	<ul style="list-style-type: none"> <li>• Agrarian Commodity Systems:</li> <li>• Agriculture in a developing economy – Indianexperience</li> </ul>				
<b>Unit 3</b> (15 Marks)	<b>3.Themes in Agrarian Sociology of India</b>		13	2	0	15
	3.1	<ul style="list-style-type: none"> <li>• Labor and Agrarian Class Structure:</li> <li>• Agrarian class structure, problems of agriculturallabour</li> </ul>				
	3.2	<ul style="list-style-type: none"> <li>• Markets, Land Reforms and Green Revolution: Peasant and Capitalist Economy, Land Tenureand Land Reform</li> <li>• , Understanding Green Revolution</li> </ul>				
	3.3	<ul style="list-style-type: none"> <li>• Agrarian Movements: Peasant uprisings in Indiain colonial period The New Farmer’s Movement in India</li> </ul>				
	3.4	<ul style="list-style-type: none"> <li>• Caste, Gender and Agrarian Realities: Gender Analysis of Land , Dalit Agriculture Labour.</li> </ul>				
<b>Unit 4</b> (15 Marks)	<b>4.Agrarian Futures</b>		13	2	0	15
	4.1	<ul style="list-style-type: none"> <li>• Agrarian Crisis: World Bank and ThirdWorld Peasant</li> </ul>				
	4.2	<ul style="list-style-type: none"> <li>• The Global Agrarian Order :, Political Economy in the late twentieth Century</li> </ul>				
	Total		52	8	0	60

Where,

L: Lectures

T: Tutorials

P: Practical's

**Cognitive Map of Course Outcomes with Bloom's Taxonomy**

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual					CO2	
Procedural				CO1	CO3, CO4	
Meta-cognitive						

**Mapping of Course Outcomes to Program Outcomes:**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	M	S	M	S	M	M	M	M	S	M	M	M	S	M
CO2	M	S	S	M	S	S	S	M	M	M	S	S	M	M	S	S
CO3	M	M	M	S	M	S	M	S	M	M	M	M	M	M	S	M
CO4	S	M	M	S	M	S	M	S	M	M	M	S	M	M	S	M

**S= STRONGLY CORRELATED****M=MODERATELY CORRELATED****MODES OF IN-SEMESTER ASSESSMENT:****(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

**SUGGESTED READING:****1. Agrarian Societies and Agrarian Studies****1.1 Agrarian Societies**

- Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin. 1971. Pp. 141-149
- Ludden, David. (1999), 'Agriculture' from, *An Agrarian History of South Asia*, Cambridge: Cambridge University Press. 1999, Pp . 6-35

**1.2 Agrarian Studies**

- Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis*, New Delhi: Oxford. 2007. Pp.84-93
- 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

**2. Key Issues in Agrarian Sociology****2.1 The Agrarian Question**

- Haroon Akram-Lodhi, A. and Cristobal Kay. 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, January/April 2010, 177– 199 & 255–280

## 2.2 The Moral Economy

- Scott, James C. 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press. 1976. Pp 13-34
- Popkin, Samuel L. 'The Rational Peasant', from, *The Rational Peasant: The Political Economy of Rural Society in Vietnam*, Berkley: University of California Press. 1979. Pp. 1- 31

## 2.3 Agrarian Commodity Systems

- Friedland, William. 1984. —Commodity Systems Analysis: An Approach to the Sociology of Agriculture. *Research in Rural Sociology and Development* 1: 221–235

## 3. Themes in Agrarian Sociology of India

### 3.1 Labour and Agrarian Class Structure

- Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press. 1992. Pp. 47-74
- Thorner, Alice. 'Semi-Feudalism or Capitalism? Contemporary Debate on Classes and Modes of Production in India', Parts: 1-3, *Economic and Political Weekly*, Vol. 17, No. 49 (Dec. 4, 1982), pp. 1961-1968; No. 50 (Dec. 11, 1982), pp. 1993-1999; No. 51 (Dec. 18, 1982), pp. 2061-2064
- Mencher, Joan P. 'Problems in Analyzing Rural Class Structure', *Economic and Political Weekly*, Vol. 9, No. 35 (Aug. 31, 1974), pp. 1495+1497+1499-1503

### 3.2 Markets, Land Reforms and Green Revolution

- Amin, Shahid. 'Unequal Antagonists: Peasants and Capitalists in Eastern UP in 1930s', *Economic and Political Weekly*, Vol. 16, No. 42/43 (Oct. 17-24, 1981), pp. PE 19-25, 28, 29
- Bandopadhyay, D. 'Reflections on Land Reform in India since Independence' from T. V. Satyamurthy (Ed.) *Industry and Agriculture in India Since Independence*, Delhi: Oxford University Press. Pp. 301-327
- Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and Sudhir Wanmali (Ed.) *Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia*, Cambridge: Cambridge University Press. 1984. Pp. 37-51
- Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May, 1987), pp. AN: 137-139, 141-144.

### 3.3 Agrarian Movements

- Gough, Kathleen. 'Indian Peasant Uprisings' *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number (Aug., 1974), 1391-1393+1395- 1397+1399+1401-1403+1405-1406
- Brass, Tom. 'The New Farmer's Movements in India', from, Tom Brass (ed.), *The New farmer's Movemnts in India*, Essex: Frank Cass. (1995). Pp.1-20

### 3.4 Caste, Gender and Agrarian Realities

- Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', *Journal of Agrarian Change*, Volume 3 (4) (October, 2003) Pp. 453-478.
- Omvedt, Gail. 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family (Summer, 1979), pp. 763-774

## 4. Agrarian Futures

### 4.1. Agrarian Crisis (16)

- Feder, Ernest. 'The New World Bank Programme for the Self-Liquidation of the Third World Peasantry', *Journal of Peasant Studies*, Volume 3, Issue 3, 1976. Pp. 343-352
- Vasavi. A. R. 'Agrarian Distress in Bidar: Market, State and Suicides', *Economic and Political Weekly*, Volume 34, Number 32. (1999). Pp. 2263-2268

### 4.2. The Global Agrarian Order (32)

- Buttel, Frederick H. Some Reflections on Late Twentieth Century Agrarian Political Economy. *Cadernos de Ciência & Tecnologia*, Brasília, v.18, n.2, p.11-36, maio/ago. 2001

Note:

A. The suggested readings may be used for student presentations.

B. Students may be encouraged to review and make presentations of significant body of literary work depicting agrarian realities that has emerged from world literature as well as *Bhasha* literatures of India.

### ADDITIONAL READING:

- Dalton, George. 'Modern Transformation of European Peasantries' in R. P. Mishra and Nguyen Dung (Ed.) *Third World Peasantry: A continuing Saga of Deprivation, Volume II*, New Delhi: Sterling. 1986, Pp.25-46
- Patnaik, Utsa. (ed.) *The Agrarian Question in Marx and His Successors Volume I*, New Delhi: Left Word, 2007.
- Breman, Jan. (1974), *Patronage and Exploitation: Changing Agrarian Relations in South Gujarat, India*, Berkley: University of California Press. Pp. 36-80.
- Gough, Kathleen. 'Rural Change in Southeast India, 1950s to 1980s. Delhi: Oxford University Press. 1989.
- Harriss, John. *Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu*, Delhi: Oxford University Press, 1982. Byres, T. J. 'The New Technology, Class Formation, and Class Action in the Indian Countryside', *Journal of Peasant studies*, Volume 8, Issue 4, 1981, Pp 405-454.
- Hobsbawm, E. J. 'Peasants and Politics', *The Journal of Peasant Studies*, Vol. 1, No. 1, October 1973, 3–20
- Zamosc, Leon. *The Agrarian Question and Peasant Movement in Columbia: Struggles of National Peasant Association, 1967-81*, Cambridge: Cambridge University Press, 1986.
- Agarwal, Beena. *A Field of One's Own: Gender and Land Rights In south Asia*, Cambridge: Cambridge University Press, 1996.
- Bernstein, Henry. *Class Dynamics of Agrarian Change*. Halifax: Fernwood Publishing, 2010.

<b>Title of the Course</b>	:	<b>Gender and Sexuality</b>
<b>Course Code</b>	:	<b>MINSOC6</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End Sem) + 40 (In-Sem)</b>

**Course Outcomes:**

**CO1:**

Understand the basic tenets of gender by interrogating the categories of gender, sex and sexuality.

**ILO:**

- Understand what is Sociology of Gender and why it is important to study
- Define and distinguish between Gender, Sex and Sexuality
- Understand different components of gender and sexuality
- Understand the concept of Masculinity and Femininity

**CO2:**

Comprehend and analyse the complexity of gender relations in contemporary societies

**ILO:**

- Understand why Gender is a Social Construct
- Explain how and why Gender, Sex and Sexuality is deeply connected with the Human behaviour through socialisation
- Analyse how the production and reproduction of gender and sexuality takes place in society

**CO3:**

Understand how differences and inequalities are created in society based on Gender and sexuality

**ILO**

- Understand how biological differences create social inequalities in society
- Explain how sex differences are related to inequalities in work and how this difference is responsible for creating gendered division of labour
- Analyse gender inequality by connecting it with the division of labour in family
- Analyse how class and caste intersect with gender and sexual identification in society

**CO4:**

Understand the politics of Gender in terms of movement, protest and resistance

**ILO:**

- Understand what is the politics of identity and Gender
- Analyse the role of gender in politics
- Analyse the Contemporary Indian Women's Movement and the gendered politics hidden here.
- Understand how and why these movements are to a large extent a fight and bargaining with Patriarchy.

	<b>Contents</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
<b>Unit 1</b> (15 Marks)	<b>1. Gendering Sociology</b>		13	2	0	15
	1.1	<ul style="list-style-type: none"> <li>• Sociology of Gender: An Introduction</li> <li>• Gender, Sex, Sexuality</li> </ul>				
	1.2	<ul style="list-style-type: none"> <li>• Concept of Masculinity and Femininity</li> </ul>				
<b>Unit 2</b> (15 Marks)	<b>2. Gender as a Social Construct</b>		13	2	0	15
	2.1	<ul style="list-style-type: none"> <li>• Gender, Sex, Sexuality</li> </ul>				
	2.2	<ul style="list-style-type: none"> <li>• Production of gender and sexuality</li> </ul>				
	2.3	<ul style="list-style-type: none"> <li>• Gendered Socialisation</li> </ul>				
<b>Unit 3</b> (15 Marks)	<b>3. Gender: Differences and Inequalities</b>		13	2	0	15
	3.1	<ul style="list-style-type: none"> <li>• Class,</li> <li>• Caste</li> </ul>				
	3.2	<ul style="list-style-type: none"> <li>• Family</li> <li>• Work</li> </ul>				
	3.3	<ul style="list-style-type: none"> <li>• Gender inequality and division of labour in family</li> </ul>				
	3.4	<ul style="list-style-type: none"> <li>• Gender and sexual identification in society</li> </ul>				
		Labour.				
<b>Unit 4</b> (15 Marks)	<b>4. Politics of Gender</b>		13	2	0	15
	4.1	<ul style="list-style-type: none"> <li>• Role of gender in politics</li> </ul>				
	4.2	<ul style="list-style-type: none"> <li>• Contemporary Indian Women's Movement and the gendered politics</li> </ul>				
		Total				

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S= STRONGLY CORRELATED**

**M=MODERATELY CORRELATED**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination	-	20Marks	-
Group Discussion		07 Marks	
Seminar presentation on any of the relevant topic		10 Marks	
Viva-Voce		3 Marks	

### SUGGESTED READING:

#### 1. Gendering Sociology: (1 Week)

1. 1 S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge, pp.1-26.

1.2 Liz Stanley. 2002. "Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge, pp. 31-41.

#### 2. Gender as a Social Construct (6 Weeks)

##### 2.1 Gender, Sex, Sexuality

2.1.1 Oakley, Ann, 1972. *Sex, Gender and Society*. London: Temple Smith, pp 99-127, 158-172.

2.1.2 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.

2.1.3 Newton, Esther. 2000. "Of Yams, Grinders and Gays: The Anthropology of Homosexuality" in *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press, pp 229- 237.

##### 2.2 Production of Gender and Sexuality

2.2.1 Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California Press, pp 163-194.

2.2.2 Nanda, Serena. 1999. *Neither Man nor Woman*. Belmont CA: Wadsworth, pp 1-23 & 128-149.

### **3. Differences and Inequalities (4 Weeks)**

#### **3.1 Class, Caste**

3.1.1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge, pp 93-96.

3.1.2 Bernard, Jessie. 2002. "The Husband's marriage and the wife's marriage" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp 207- 210.

3.1.3 Dube, Leela 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin, pp 1-27.

3.1.4 Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44, (Oct.31-Nov. 6, 1998), pp 39-48.

#### **3.2 Family, Work**

3.2.1 Papanek, Hanna. 1979. Family Status production: the work and non-work of women *Signs*

Volume 4 No. 4, pp 775-81.

3.2.2. Pineda, Javier, 2001. "Partners in Women Headed Households: Emerging Masculinities?" in Cecile Jackson (ed.) *Men at Work: Labour, Masculinities, Development*. London: Frank Cass, pp. 72-92.

3.2.3 Agarwal, Bina. 1988. Who Sows, who reaps? Women and land rights in India *Journal of Peasant Studies* 15(4), pp 531-81.

### **4. Politics of Gender (3 Weeks)**

#### **4.1. Resistance and Movements**

4.1.1 Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp 42-47.

4.1.2 Davis, Angela Y. 1981. *Women, Race and Class*. London: Women's Press. pp 30-42.

4.1.3 Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications, pp.104-118.

4.1.4 Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press, pp342-369.

<b>Title of the Course</b>	:	<b>Indian Sociological Tradition</b>
<b>Course Code</b>	:	<b>SOCC 16</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End -Sem) + 40 (In-Sem)</b>

## **COURSE OUTCOME:**

**After completing the course, the students will be able to understand**

### **CO1:**

The Traditions in Indian sociology that can be traced with the formal teaching of sociology in India.

### **ILO:**

- They will understand how tradition and modernity interact dialectically.
- They will know that this interaction has led to both conflict and synthesis.
- They will be able to identify that the role of middle class is crucial for the remaking of Indian society and culture in a desired way.

### **CO2:**

They will comprehend the value of Tribal cultures as unique and valuable.

### **ILO:**

- They will understand the concept of tribal autonomy, land rights, and cultural preservation.
- They will understand that development should be based on the needs of the tribes themselves.

### **CO3:**

They will elaborately explain the role of caste system in creating discrimination against the Dalits.

### **ILO:**

- They will know the rights of Dalits in India,
- Will understand that caste system was a deeply unequal social structure that needed to be eradicated to achieve true equality for Dalits,
- Will comprehend the emphasis and the importance of education and political empowerment to uplift their social status and achieve liberation from caste-based discrimination
- They will understand the term "annihilation of caste" to dismantle the system at its roots.
- They will understand that education was essential for social change, justice, and equality in India.
- They will understand that education should be available to all, regardless of caste, creed, or race.

### **CO4:**

They will understand that social transformation is not an abstract utopia of social activists it will rather analyse social forces in historical and cultural context.

### **ILO:**

They will understand that there is no unilinear direction for change rather it is a complex and multidimensional process. India is passing through a rapid social upheaval.

- They will understand that sociology in India and sociology of India have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc.,
- They will also interpret that sociologist in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	D.P. Mukherjee 1.1. Tradition and Modernity 1.2. Middle Class	13	2	0	15
2 (15 Marks)	Verrier Elwin 2.1 Tribes in Indi	13	2	0	15
3 (15 Marks)	B.R Ambedkar 3.1 Dalit Liberation 3.2 Views on Education	13	2	0	15
4 (15 Marks)	T. K. Oomen 4.1. Social Transformation in India	13	2	0	15
	Total	52	8		60

Where **L: Lectures** **T: Tutorials** **P: Practicals**  
**Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge**

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,C O4	CO3,C O4	CO4	
Procedural Knowledge		CO4	CO4	CO4		
Meta cognitive Knowledge						

**Mapping of Course Outcomes to Program Outcomes:**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S** = STRONGLY CORELATED  
**M** =MODERATELY CORRELATED

**MODES OF IN-SEMESTER ASSESSMENT:**

**Two Internal Examination -**

**Group Discussion**

**Seminar presentation on any of the relevant topic**

**Viva-Voce**

**40 Marks**

**20 Marks**

**07 Marks**

**10 Marks**

**03 Marks**

## SUGGESTED READING

### D.P. Mukerji (Weeks 5-6)

- 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
- Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pg 177-225, 261-276
- Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

### Verrier Elwin (Week 7-8)

- Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin“ in Patricia Uberoi, Satish Despande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- Elwin, Verrier 1955, *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16, 17
- Munshi, Indra 2004, „Verrier Elwin and Tribal Development“ in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman

### B.R Ambedkar

- Said. Edward, (1993): “Cultural Imperialism”, Penguin Books, India.
- Said., Edward. (1995): “Orientalism: Conceptions of the Orient”., Penguin Books.

### T. K Oomen

- Oomen. T.K, (1984): —Social Transformation in Rural India: Mobilisation and State Interventionl (1984) , Bikash Publication, New Delhi
- Oomen. T.K, (1985): —From Mobilization to Institutionalisation: The dynamics and Agrarian Movementss in Twenth Century Kerelall., Popular Prakashan, Mumbai.

### Further Readings:

*The following readings may be referred for debates and history of Indian Sociology:*

- Dhanagare, D.N (1999), *Themes and Perspectives in Indian Sociology*, Delhi: Rawat Publications Chp 7
- Madan T N 2011, *Sociological Traditions: Methods and Perspectives in the Sociology of India*, New Delhi: Sage
- Uberoi, Patricia Despande Satish and Sundar Nandini (ed) 2010, *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

*The following readings may be referred for student presentations:*

- Mukerjee, Radhakamal 1951, *The Dynamics of Morals*, London: Macmillan & Co
- Mukerji D.P. (1942 republished 2002), *Modern Indian Culture: A Sociological Study*, New Delhi: Rupa & Co.
- Elwin, Verrier 1952, *Bondo Highlander*, Bombay: OUP
- Karve, Irawati (1969 reprinted 1991), *Yuganta: The end of an epoch*, Hyderabad: Disha Books
- Karve, Irawati 1961, *Hindu Society — an interpretation*, Pune: Deshmukh Prakashan

<b>Title of the Course</b>	<b>:</b>	<b>Sociology of North East India</b>
<b>Course Code</b>	<b>:</b>	<b>SOCC 17</b>
<b>Nature of the Course</b>	<b>:</b>	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	<b>:</b>	<b>04</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>60 (End -Sem) + 40 (In-Sem)</b>

**Course Objective:**

**After completing the course, the students will be able to**

**CO1:**

Comprehend the sociological understanding of Societies in North East India.

**ILO:**

- Understand a multi-dimensional understanding of North East India with respect to social, historical, political and economic dimensions.
- Understand the Demographic Structure and Changing patterns of North Eastern societies

**CO2:**

Conceptualise the specificity of world views of diverse communities along with the emerging Socio-economic processes of the region.

**ILO:**

- They will understand the Conceptual framework of Caste, Class and Tribe
- They will understand the recent debates related to Development and Displacement and Land Alienation

**CO3:**

Identify Societies in North East India along with their World views:

**ILO:**

- Understand Family, Marriage and Kinship, its structures and patterns in North East India
- Comprehend the ideas of Religions, Beliefs and Customs specific to North Eastern Societies.
- They will understand and define Tribal Mode of Production

**CO4:**

Analyse and Evaluate the Emerging Social Processes in North East India

**ILO:**

- They will learn what is Identity Politics
- They will understand the current debates related to Changing land relations
- They will analyse the Emerging Power Structures and trend of Globalisation in North East India

Unit	CONTENTS	L	T	P	Total
1 (15 Marks)	1.1 Understanding North East India 1.2 India's North East India: Illusive concept. Historical evolution of the region 1.3 Socio-political and economic diversities of North East India 1.4 Demographic Structure and Changing patterns	13	2	0	15
2 (15 Marks)	Conceptual framework to study Societies in North East India: 2.1. Caste, Class and Tribe 2.2. Race, Ethnicity and Nationalism 2.3. Development and Displacement, 2.4 Land Alienation	13	2	0	15
3 (15 Marks)	Societies in North East India and their World views: 3.1. Family, and Marriage 3.2 Kinship in North East India 3.2. Religions, Beliefs and Customs 3.3. Tribal Mode of Production	13	2	0	15
4 (15 Marks)	Emerging Social Processes in North East India: 4.1 Identity Politics: Ethnic Assertions; Nationalism and Sub-nationalism in North East India. 4.2. Changing land relations: Agrarian crisis, Commoditization and Privatization of land, Land alienation and displacement 4.3 Emerging Power Structure: Role of Elite and Middle class. 4.4 Globalisation and societies and North East India	13	2	0	15
	<b>TOTAL</b>	<b>52</b>	<b>8</b>	<b>0</b>	<b>60</b>

Where L: Lectures T: Tutorials P: Practicals

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3	CO3,CO4	CO4	
Procedural Knowledge		CO4	CO4	CO4		
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	M	M	M	S	M	M	M	M	M	M	M	M	M
CO2	S	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	S	S	S	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S = STRONGLY CORRELATED  
M = MODERATELY CORRELATED

#### MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Two Internal Examination -	20 Marks
Group Discussion	07 Marks
Seminar presentation on any of the relevant topic	10 Marks
Viva-Voce	03 Marks

### SUGGESTED READINGS

#### 1. Understanding North East India:

(3 Weeks)

- Chaube, S. K., 1973, *Hill Politics in North East India*, Bombay: Orient Longman. Choudhury, Sujit, 1999, *The North East: A Concept Re-examined* in Kailash S. Aggarwal (ed) Dynamics of Identity and Inter Group Relations in North East India, Shimla: Indian Institute of Advanced Study.
- Guha, Amalendu, 1977, *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*, New Delhi: Tulika Books.
- Misra, Udayon, 2000, *The Periphery Strikes Back: Challenges to the Nation State in Assam and Nagaland*, Shimla: Indian Institute of Advanced Study.

#### 1. Conceptual framework to study Societies in North East India: (4-6 Weeks)

- Bhadra, Ranjit K., 1991, *Caste and Class; Social Stratification in Assam*, Delhi: Hindustan Publishing Corporation.
- Brass, Paul R. 1991, *Ethnicity and Nationalism Theory and Comparison*. New Delhi: Sage Publication.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Hussain, Monirul, 2008, *Interrogating Development: State, Displacement and Popular Resistance in North East India*, New Delhi: Sage Publication.
- Karna, M. N. 2004, *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency.
- Karna, M. N.; 1999; Language, Region and National Identity in *Sociological Bulletin*; Vol 48; No 1 & 2; pp 75-96.

#### 2. Societies in North East India and their World views: (7-10 weeks)

- Biswas, P. and C. Suklabaidya, 2007, *Ethnic Life Worlds in Northeast India*. New Delhi: Sage Publications.

- Guha, A. 1991, *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences.
- Karna, M.N. 1999, 'Ethnic Identity and socio-economic processes in north-east India.' in *Dynamics of identity and Intergroup Relations in North-East India*, Kailash S. Aggarwal ed. Shimla: Indian Institute of Advanced study.
- Nath, D., 2011, *Religion and Society in North East India*. Guwahati: DVS Publishers.
- Subba, T. B. & G.C. Ghosh (Eds.), 2003, *The Anthropology of North-East India*. New Delhi: Orient Longman.

### 3. Emerging Social Processes in North East India: (11-14 Weeks)

- Gogoi, Akhil, 2011, *Morubhumi Ahe Lahe Lahe* (in Assamese), Guwahati Akhar Prakakhan
- Baruah, S. 1999, *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.
- Baruah, Sanjib. 2007, *Durable Disorder*, New Deelhi: Oxford University Press.
- Bhaumik, Subir, 2009, *Troubled Periphery: Crisis of India's North East*, New Delhi : Sage.
- Bora, A.K., 2012, *Modernisation of the Tribal Communities: A study based on Sociology of Science of the Misings and Karbies of Assam*, New Delhi: Akansha Publishing House.
- Dilip Gogoi (Edited), 2016, *Unheeded Hinterland: Identity and Sovereignty in Northeast India*. New Delhi: Routledge.
- Fernandes, Walter and Gita Bharali, 2011, *Uprooted for whose benefits-Development induced displacement in Assam-1947-2000*, Guwahati: North Eastern Social Research Centre.
- Gohain, Hiren, 1973, Origin of the Assamese Middle Class, *Social Scientist*, Vol. 2, No. 1, pp. 11-26.
- Guha, Amalendu and Arvind N. Das, 1974, Origin of the Assamese Middle Class: A comment, In *Social Scientist*, Vol. 2, No. 6/7 , pp. 59-66.
- Mahanta, Dr. Prafulla, 1991, *Asomiya Madhyabittta Shreener Itihas* (in Assamese), Guwahati: Bhabani Print and Publications.
- Sharma, C. K. 2000, —Assam: Tribal Land Alienation: Government's Role in *Economic and Political Weekly*, 36 (52), pp. 4791-4795

<b>Title of the Course</b>	:	<b>Sociology of Gender</b>
<b>Course Code</b>	:	<b>SOCC 18</b>
<b>Nature of the Course</b>	:	<b>CORE (MAJOR)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60 (End-Sem) +40(In-Sem)</b>

CO1:

**Explain the idea of gender with the use sociological perspectives**

**ILO:**

- Define the subject matter of Sociology of Gender
- Identify Gender, Sex, Sexuality as socially constructed ideas
- Describe the concept of Masculinity and Feminity from sociological understanding

**CO2: Apply theoretical perspectives on Gender to understanding gender dynamics in societies**

**ILO:**

- Outline the fundamental tenants of different varieties of feminism and feminist theories
- Discuss the relevance of Marxian Theory of Gender in context of contemporary issues in gender studies
- Interpret queer theory to understand gendered lived experiences

**CO3: Analyze social differences and inequalities in relation to gendered identities**

**ILO:**

- Describe how gender-based discrimination happens in the family, caste system and the workplace
- Illustrate the interrelation between gender and socio-economic development
- Outline the features and significance gender budgeting in the process of social development

**CO 4: Assess the interrelationship between Gender, social power and resistance**

**ILO:**

- Describe how patriarchy and power relations are embedded in societies
- Outline the history and significance of movements in the redefinition of gender relations

<b>Units</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
<b>Unit 1</b> (15 Marks)	<b>1. Gendering Sociology</b>	13	2	0	15	
	1.1					• Sociology of Gender: An Introduction
	1.2					• Gender, Sex, Sexuality
	1.3					• Concept of Masculinity and Feminity
<b>Unit 2</b> (15Marks)	<b>2. Theories on Gender</b>	13	2	0	15	
	2.1					• Feminism (Liberal Feminism, Radical feminism and social feminism)
	2.2					• Marxian Theory of Gender
	2.3					• Queer Theory
<b>Unit 3</b> (15Marks)	<b>3. Gender: Differences and Inequalities</b>	13	2	0	15	
	3.1					• Gender discrimination (family, caste and work)
	3.2					• Gender and development

	3.3	• Gender budgeting				
Unit 4 (15Marks)	4. Gender, power and resistance		13	2	0	15
	4.1	• Power and subordination (Patriarchy)				
	4.2	• Resisting Movements (LGBT movements)				
	<b>Total</b>		52	8	0	60

Where: L:Lectures,T:Tutorials,P:Practical

#### Cognitive map of course outcomes with blooms taxonomy

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual		CO1	CO1			
Conceptual		CO2	CO 2			
Procedural				CO3	CO3	
Metacognitive		CO4			CO4	

#### Mapping of course outcomes to programme outcomes

CO/ OP	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	S	S	S	M	S	S	S	S	S	S

S =STRONGLY CORELATED

M =MODERATELY CORELATED

<b>MODES OF IN-SEMESTER ASSESSMENT</b>	:	<b>(40Marks)</b>
<b>Two Internal Examination</b>	:	<b>20Marks</b>
<b>Group Discussion</b>	:	<b>07Marks</b>
<b>Seminar presentation on any of the relevant topic</b>	:	<b>10 Marks</b>
<b>Viva-Voce</b>	:	<b>3 Marks</b>

#### SUGGESTED READING:

##### Unit 1: Gendering Sociology

###### Sociology of Gender: An Introduction

- . Jackson  
and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).
- Liz Stanley.  
2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.)  
*Gender: A Sociological Reader*, London: Routledge (pp. 31-41)
- Strathern,  
Marilyn. 1987. —An Awkward Relationship: The Case of Feminism and Anthropology. || *Signs*  
12(2):276-292.

- Saikia, J.P, (2016): — Gender : Themes and Issues, Concept Publishing Company (P) Ltd, New Delhi.Pp-01-46.
- Sherry Ortner. 1974. —Is male to female as nature is to culture? In M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67- 87).
- Newton, Esther. 2000. —Of Yams, Grinders and Gays: The Anthropology of Homosexuality in *Margaret Mead Made Me Gay: Personal Essays, Public Ideas*. London: Duke University Press (pp 229- 237).

### Gender, Sex, Sexuality [Weeks 2-3]

- Weeks. J.(2012): *Sexuality* Third Edition, Routledge, London and New York.
- Rubin, Gayle. 1984. —Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).
- Singh. S, (2009): — *Feminism: Theory, Criticism and Analysis*, Pencraft International., New Delhi
- Kuumba Bahati. M, (2003): *Gender and Social Movements.*, Rawat Publications, Jaipur and New Delhi.
- Saikia, J.P, (2016): — *Gender : Themes and Issues*, Concept Publishing Company (P) Ltd, New Delhi.Pp-65-82.

### Concept of Masculinity and Femininity

- Halberstam, Judith. 1998. —An Introduction to Female Masculinity: Masculinity without Men in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).
  - Alter, Joseph. 1992. *The Wrestler's Body: Identity and Ideology in North India*. California: University of California: California (pp 163-194).
- Uberoi, Patricia —Feminine Identity and National Ethos in Indian Calendar Art In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

### Unit 2: Theories on Gender:

- Rege, Sharmila, (Ed.). (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. Sage, New Delhi.
- Donovan, Josephine. (2006) *Feminist Theory: The Intellectual Traditions*. New York: Fredrick Ungar Publishing Co. Inc.
- Kimme, IS Michael (2004). *The Gendered Society: Reader*. Oxford: Oxford University Press.

### Marxist

- Ehrenreich, B. (1976) "What is Socialist Feminism?". Win, June 3, 1976, pp.4-7.
- Barrett, M. (1980) "Women's Oppression Today: Problems in Marxist Feminist Analysis". London: Verso.
- Bebel, A. (1971) "Woman Under Socialism". New York: Schocken Books.

## Queer theory

- Foucault, Michel. 1990. *History of Sexuality Vol. I*, trans. Robert Hurley. Vintage
- Johnson, E. Patrick and Mae G. eds, 2005. *Henderson Black Queer Studies*. Duke University Press,
- Butler, Judith. 2004. *Undoing Gender*, Routledge,

## Unit 3: Gender: Differences and Inequalities:

### Differences and Inequalities Class, Caste

- Walby, Sylvia. 2002. —Gender, Class and Stratification: Towards a new approach in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).
- Leela Dube 1996 —Caste and Women in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).
- Rege, S. 1998. —Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position. | *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39- 48)

### Family, Work

- Whitehead, A. 1981, —„I'm Hungry Mum“: The Politics of Domestic Budgeting in K. Young et al. (eds.) *Of Marriage and the Market: Women's*
- *Subordinati on Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).
- Palriwala, Rajni. 1999. —Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

### Gender and development

- Blakemore, J. E. O., Berenbaum, S. A., & Liben, L. S. (2013). *Gender development*. Psychology Press. (Ch-1: Introduction)
- Momsen, Janet (2020). *Gender and development*. Routledge. 3rd Edition (Ch-1: Introduction: Gender is a Development Issue)
- Moser, C. (2012). Ch 4: Third World policy approaches to women in development. In *Gender Planning and Development* (pp. 63-87). Routledge.

### Gender budgeting

- Budlender, Debbie, Diane Elson, Guy Hewitt, Tanni Mukhopadhyay, (2002), *Gender Budgets Make Cents*, Commonwealth Secretariat, IDRC CRDI, UNIFEM.
- Himmelweit, Susan (2002), 'Making visible the hidden economy: the case for gender-impact analysis of economic policy', *Feminist Economics*, 8 (1), 49-70.
- Government of India, Ministry of Women and Child Development (2015), *Gender Budgeting Handbook for Government of India Ministries/ Departments/ State Governments/District officials/ Researchers/ Practitioners.*, New Delhi: Government of India)
- Rake, Katherine (2002), 'Gender Budgets: The experience of the UK's Women's Budget Group', A paper prepared for the conference 'Gender Balance – Equal Finance', Basel, Switzerland, March.
- Sharp, Rhonda (2003) *Budgeting for equity: Gender budget initiatives within a framework of*

performance-oriented budgeting. New York, UNIFEM.

- Sharp, Rhonda and Ray Broomhill (2002), 'Budgeting for equality: The Australian experience', *Feminist Economics*, 8 (1), 25-47

#### Unit 4: Gender, power and resistance:

##### Power and Subordination [Weeks 11-12]

- Candace West and Don H. Zimmerman. 2002. —Doing Gender‖ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47]. 4.1.1
- Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender“ in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494- 525]. Susie,
- d, Lila. 2002. —Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and its Others.‖ *American Anthropologist* 104 (3) [pp 783-790]. Abu-Lugho

##### Resistance and Movements (Weeks 13-14)

- Deniz. 1991 —Bargaining with Patriarchy‖ in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118]. Kandiyoti,
- , Patricia. 2002. —Learning from the outsider within‖ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78]. Hill-Collins
- Kumar, Radha. 1999. —From Chipko to Sati: The Contemporary Indian Women’s Movement‖ In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342- 369]. 4.2.3

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

**Title of the Course : Advanced Research Methodology**

**Course Code : SOC 19**

**Name of the Course : CORE**

**Total Credit : 04**

**Distribution of Marks : 60(End Sem)+40(In-Sem)**

#### COURSE OUTCOME:

After completion of this course, the students will be able to

#### CO1:

Develop research study design by understanding the requirement of the study,

#### ILO:

1. They will learn how Development Research design is prepared and where it is used.
2. They will learn how Discovery Research design is prepared and where it is used.
3. They will learn how Description Research design is prepared and where it is used.
4. They will learn how Delivery Research design is prepared and where it is used.

#### CO2:

1. They will become able to do Systematic Literature Review and Meta Data Analysis
2. They can formulate the Research Problem by identifying the research gap.
3. They will learn the techniques of Review of Literature and its types.
4. They will understand the process of using Theoretical Framework in research and what is its role.
5. They will learn the techniques of formulating research questions, how to relate it with objectives and what is the use of hypothesis in research.

#### CO3:

They will be able to analyse Qualitative and Quantitative Data together

#### ILO

1. They will be able to apply their knowledge on Data Integration
2. They will be able to apply their knowledge on developing triangulation, where different data sources and methods are used to cross-validate findings
3. They will be able to understand the process of analysing data by using multiple methods
4. They will learn Convergent Parallel Design of data analysis
5. They will learn Explanatory Sequential Design of data analysis
6. They will learn Exploratory Sequential Design of data analysis

**CO4:** They will be able to apply Advanced Searching Tools and Referencing Tools in report

writing ILO

1. They will learn how to access and use Google Scholar: Web of Science Library Databases: Google Advanced Search, Orchid ID, Scopus ID, LinkedIn
2. They will apply Zotero Mendeley EndNote: RefWorks: Paperpile: Citavi, JabRef in their research

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Formulating research study design, 1. Development Research 2. Discovery Research 3. Descriptive Research 4. Delivery Research	12	03	0	15
2 (15Marks)	Systematic Literature Review and Formulation of Research Questions/Hypothesis 1. Understanding the research process and identifying the research problem 2. Review of Literature: Descriptive, Thematic, Critical	17	02	0	19

	and systematic 3. Theoretical Framework: Guidance to Research, Connecting to existing Knowledge, Explicit statement of assumptions. 4. Formulating Research Questions, Objective and Hypothesis Formulation				
3 (15Marks)	Developing an understanding about Qualitative and Quantitative Data Analysis  1. Subjective and interpretive. 2. Exploratory and descriptive. 3. Focuses on understanding the "why" and "how" 4. Objective and measurable. 5. Confirmatory and predictive. 6. Focuses on quantifying and testing hypotheses. 7. Analyzing Quantitative and Qualitative data together (Mixed Method Analysis)	13	01	0	14
4 (15marks)	Advanced Searching Tools and Referencing Tools  1. E- Resources: J Stor, E-Pathshala, Sodhganga 2. Google Scholar, Web of Science Library Databases: Google Advanced Search, Orchid ID, Scopus ID, Vidhwan 3. Zotero Mendeley EndNote: Ref Works: Paperpile: Citavi, JabRef	11	01	0	12
<b>Total</b>		<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

*Where,**L:Lectures**T:Tutorials**P:Practicals***Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge**

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1	CO1, CO2			
Conceptual Knowledge		CO3,CO4	CO3,CO4	CO3,CO4		
Procedural Knowledge		CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Meta cognitive Knowledge						

**Mapping of Course Outcomes to Program Outcomes:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

MODES OF IN-SEMESTER ASSESSMENT:

(40Marks)

Two Internal Examination -

**20Marks**

Group Discussion

**07Marks**

Seminar presentation on any of the relevant topic 10 Marks

Viva-Voce 03 Marks

**References and Suggested Readings**Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

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

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

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

**N. B: Course Teacher can suggest further readings relevant to the topics in the classroom**

<b>Title of the Course</b>	:	<b>Ethics in Research</b>
<b>Course Code</b>	:	<b>MINOR- 7</b>
<b>Nature of the Course</b>	:	<b>Minor</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60(End Sem) +40(In-Sem)</b>

**COURSE OUTCOME:**

After completion of this course, the students will be able to

**CO1:**

Describe and define the meaning of Philosophy and Ethics, its role in Research.

**ILO:**

- They will learn what is the role of ethics in research
- They will understand how Philosophy and Ethics play a vital role in scientific research
- They can explain the difference between moral philosophy and moral judgment

**CO2:**

Comprehend the role of Scientific Conduct in Research

**ILO:**

- They can explain ethics and its relation with science and research
- They will understand the meaning of intellectual honesty and research integrity
- They will know the role of Ethics in Writing

**CO3:**

They can apply their knowledge to understand how Integrity is to be maintained in Academic Writings

**ILO:**

- They will understand the meaning of Research misconduct
- They can apply their knowledge on how to not get binvolved in Falsification, Manipulation or Tempering of Data

**CO4:**

They will be able to identify the Challenges in Academic Writing

**ILO:**

- They can assess the importance of Literature Review and Proper Use of E-Resources
- They can understand and explore the methods of avoiding plagiarism.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
1 (15 Marks)	Philosophy and Ethics  1.1 Introduction to Philosophy: definition, nature and scope, concept, branches  1.2 Ethics: Definition, moral philosophy, nature of moral judgments and reactions.	12	03	0	15



**S= Strongly Correlated**

**M=Moderately Correlated**

<b>MODESOFIN-SEMESTERASSESSMENT:</b>	<b>(40Marks)</b>
<b>Two Internal Examination</b>	<b>20Marks</b>
<b>Group Discussion</b>	<b>07Marks</b>
<b>Seminar presentation on any of the relevant topic</b>	<b>10 Marks</b>
<b>Viva-Voce</b>	<b>03 Marks</b>

### **References and Suggested Readings**

- Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: <https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
- The Student's Guide to Research Ethics By Paul Oliver Open University Press, 2003
- Responsible Conduct of Research By Adil E. Shamoo; David B. Resnik Oxford University Press 2003
- Ethics in Science Education, Research and Governance Edited by Kambadur Muralidhar, Amit Ghosh Ashok Kumar Singhvi. Indian National Science Academy, 2019. ISBN : 978- 81-939482-1-7.
- Anderson B.H., Dursaton, and Poole M.: Thesis and assignment writing, Wiley Eastern 1997.
- Bijorn Gustavii: How to write and illustrate scientific papers? Cambridge University Press.
- Bordens K.S. and Abbott, B.b.: Research Design and Methods, Mc Graw Hill, 2008.
- Graziano, A., M., and Raulin, M.,L.: Research Methods – A Process of Inquiry, Sixth Edition, Pearson, 2007.
- Bird, A (2006). Philosophy of Science , Routledge

<b>Title of the Course</b>	:	<b>Economic Sociology</b>
<b>Course Code</b>	:	<b>SOCC20</b>
<b>Nature of the Course</b>	:	<b>Core (Major)</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60(End Sem)+40(In-Sem)</b>

## COURSE OUTCOME

After completion of this course, the students will be able to:

**CO1:** Demonstrate an understanding of different perspectives in economic sociology and their theoretical foundations.

### ILO

- Explain the distinction between formalist and substantivist approaches in economic sociology.
- Identify key thinkers in economic sociology and their contributions.
- Analyze how economic sociology differs from classical economics.

**CO2:** Analyze different forms of exchange and their socio-economic implications.

### ILO

- Examine the relationship between reciprocity, gift economies, and monetary exchange.
- Differentiate between market-based and non-market-based exchanges.
- Evaluate the role of social norms in economic transactions.

**CO3:** Compare and contrast various systems of production, circulation, and consumption within different economic structures.

### ILO

- Identify and differentiate between traditional, socialist, and capitalist economic systems.
- Analyze the role of social institutions in shaping economic behavior.
- Assess the impact of consumer culture on economic development.

**CO4:** Evaluate contemporary issues in economic sociology such as globalization, microfinance, and the future of work.

### ILO

- Analyze the impact of globalization on economic structures and labor markets.
- Develop critical insights into the debt economy and microfinance as socio-economic institutions.
- Investigate the socio-economic consequences of automation and AI on the future of work.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>F</b>	<b>Total Hours</b>
1 (15 Marks)	<p><b>Perspectives in Economic Sociology</b></p> <p>1.1 Formalism a Substantivism</p> <p>1.2 New Economic Sociology</p>	10	2	0	12

2 (15 Marks)	<b>Forms of Exchange</b> 2.1 Reciprocity and Gift 2.2 Exchange and Money	10	2	0	12
3 (15 Marks)	<b>Systems of Production, Circulation, and Consumption</b> 3.1 Pre-Industrial Economic Systems 3.2 Socialism	16	2	0	18
	3.3 Capitalism 3.4 Consumption and Consumer Culture				
4 (15 Marks)	<b>Contemporary Issues in Economic Sociology</b> 4.1 Development and Globalization: Problems and Prospects 4.2 Microfinance and Debt Economy 4.3 Automation, AI, and the Future of Work	16	2	0	18
	<b>Total</b>	52	08	0	60

*Where, L: Lectures T: Tutorials P: Practicals*

Cognitive map of course outcomes with blooms taxonomy

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual		CO1				
Conceptual				CO2,CO3		
Procedural					CO4	
Meta-cognitive						

Mapping of Course Outcomes to Program Outcomes

CO /PO	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16
CO1	S	S	M	M	M	M	S	S	M	M	M	M	S	S	M	S
CO2	S	S	S	S	M	M	S	S	M	S	S	S	S	S	S	M
CO3	M	S	S	S	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

**S- Strongly Correlated**  
**M-Moderately Correlated**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40 marks)**

Two Internal Examination	20 marks
Group Discussion	07marks
Seminar presentation on any of the relevant topic	10marks
Viva-Voce	3marks

#### SUGGESTED READINGS:

### **Unit 1: Perspectives in Economic Sociology**

- Hann, C., & Hart, K. (2011). *Economic anthropology: After the formalist-substantivist debate* (Ch. 5, pp. 72-99) & *Economy from the ancient world to the age of the internet* (Ch. 2, pp. 18-36). Polity Press.
- P Wilk, R. R. (1996). *Economies and cultures: Economic anthropology—An undisciplined discipline* (Ch. 1, pp. 1-18). Westview Press.
- Polanyi, K. (1977). *The livelihood of man: The economic fallacy & two meanings of economic* (Ch. 1-2, pp. 5-34). Academic Press.
- Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. *American Journal of Sociology*, 91(3), 481-507.
- Swedberg, R. (1991). Major traditions of economic sociology. *Annual Review of Sociology*, 17, 251-276.
- Smelser, N. and Swedberg, R. (Eds.) (2005), *Handbook of Economic Sociology*, NJ, Princeton University Press.

### **Unit 2: Forms of Exchange**

- Mauss, M. (1970). *The Gift: Forms and functions of exchange in archaic societies*. London: Cohen & West.
- Carrier, J. G. (1995). *Gifts and commodities: People and things* (Ch. 1, pp. 19-39). Routledge.
- Dodd, N. (1994). *The Sociology of Money: Economics, Reason and Contemporary Society*. Cambridge: Polity Press.
- B Parry, J., & Bloch, M. (Eds.). (1989). *Money and the morality of exchange*. Cambridge University Press.
- Bohannan, P., & Dalton, G. (Eds.). (1962). *Markets in Africa* (pp. 1-26). Northwestern University Press.
- Simmel, G. (1978): *Philosophy of money*. London: Routledge.
- Zelizer, V. (1994). *The social meaning of money: pin money, paychecks, poor relief, and other Currencies*. Princeton: Princeton University Press.

### **Unit 3: Systems of Production, Circulation, and Consumption**

- Sahlins, M. (1974). *Stone Age Economics*. London: Tavistock.
- Wallerstein, I. M. (1983). *Historical capitalism: Commodification of everything—Production of capital* (pp. 13-43). Verso.
- Fligstein, N.(2001). *The architecture of markets: An economic sociology of twenty-first-century capitalist societies*. Princeton, NJ: Princeton University P.

- Verdery, Katherine.(1996) *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1
- Veblen, T. (1899). *The Theory of the Leisure Class: An Economic Study of Institutions*. Macmillan
- Bauman, Z. (2007). *Consuming Life*. Polity Press
- Slater, D. (1997). *Consumer culture and modernity*. Cambridge: Polity Press.
- Campbell, C. (1995). *The Sociology of Consumption*. *Consumer Research*, 22(1), 99-114.

#### **Unit 4: Contemporary Issues in Economic Sociology**

- **Escobar, A. (1995)**. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Harvey, D.(2009). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.
- Howes, D. (Ed.). (1996). *Cross-cultural consumption: Global markets and local realities* (pp. 1-16). Routledge.
- **Yunus, M. (1999)**. *Banker to the poor: Micro-lending and the battle against world poverty*. PublicAffairs.
- **Roy, A. (2010)**. *Poverty capital: Microfinance and the making of development*. Routledge.
- Mahmud, S. (2003). Actually, how empowering is Microcredit? In *Development and Change*, 34(4):577-605
- Castells, M. (1996). *The Rise of the Network Society*. Blackwell Publishing
- **Ford, M. (2015)**. *Rise of the Robots: Technology and the Threat of a Jobless Future*. Basic Books.
- Krishnan, S. A. (2023). *Exploring the Future of Work: Impact of Automation and Artificial Intelligence on Employment*. *International Journal of Business and Management*, 18(2), 45–58

<b>Title of the Course</b>	<b>:Medical Sociology</b>
<b>Course Code</b>	<b>:SOCC21 Nature of the</b>
<b>Course</b>	<b>:CORE (Major)</b>
<b>Total Credits</b>	<b>:04</b>
<b>Distribution of Marks</b>	<b>:60(End Sem) +40(In-Sem)</b>

This course is intended to provide students with an overview of the sociology of health, illness and medicine in different social and cultural settings. It aims to offer the students basic orientation in major theoretical perspectives in medical sociology that examine the construction

of medical knowledge, cross-cultural comparisons of notions of body, health/illness and practices of health care. It seeks to familiarize the students with key issues and latest debates on medical sociology.

Course outcome (CO)

**CO1 .**

Critically examine the theoretical debates of sociology of health and illness and

**ILO 1:** Examine the various theoretical premises within sociology of health and illness.

**ILO2:** Explain medicine in different social and cultural settings

**CO2.**

Analyze the existence of power dynamics among various systems of medicine within the society

**ILO1:** Explain the history of various systems of medicine.

**ILO2:** Examine the term ‘Alternative medicine’ and the power dynamics associated with it.

**ILO3:** Evaluate the factors affecting the health seeking behavior of the people.

**CO3.**

Critically examine the concept of women and Health

**ILO1:** Explain the concept of women’s health and the factors affecting women’s health

**ILO2:** Access the debates around surrogacy from a feminist perspective

**ILO3:** Evaluate the debate around reproductive health and right to abortion.

**ILO4:** Explain women’s health beyond reproductive health through life span approach.

**CO4:**

Critique the debates around methodologies, ethics and politics of health in a global context.

**ILO1:** Examine the debate at the global level and how it influences health policies at the national level.

**ILO2:** Evaluate the Politics of Health Insurance and Pharmaceutical Industries at global and national level.

<b>Units</b>	<b>Topic</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
1 (15 Marks)	<b>Introduction to Sociology of health&amp; medicine,</b>  1.1 Origin and development, Defining Disease, Sickness, Illness and medicine,  1.2 Theoretical foundation: Functional, Conflict and Interactionist.  1.3. Social epidemiology, Culture and Illness narratives, medicalization and de medicalization.	12	3	0	15
2 (15 Marks)	<b>Medical Pluralism and Practices</b>  2.1 A brief history of medicine  2.2 Alternative medicine, Sorcery, AYUSH  2.3 Health seeking behavior.	12	3	0	15
3 (15 Marks)	<b>Women and Health</b>  3.1 Defining women's health  3.2 Reproductive and Child health, Debate around abortions, Surrogacy  3.3 Beyond reproductive health.	12	3	0	15
4	<b>Politics of Global Health and Health</b>	12	3	0	15

(15 Marks)	<b>Policies-</b>  4.1 Health, Politics and Global Debates,  4.2 Politics of Health Insurance, Pharmaceutical Industries and Medicines				
	Total	48	12		60

Where, L= Lectures      T= Tutorials      P= Practicals

### Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO3	CO2	CO3	CO3 CO4	
Conceptual Knowledge		CO2	CO3	CO2		
Procedural Knowledge		CO1		CO1 CO2	CO4	
Metacognitive Knowledge						

### MAPPING OF COURSE OUTCOME TO PROGRAM OUTCOME

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	S	S	M	M	S	M	S	S	M	M	M	M	S	M	M
CO2	S	S	M	S	S	S	M	S	S	M	M	M	M	S	S	M
CO3	M	S	S	S	S	S	S	S	S	M	S	M	S	S	S	S
CO4	M	M	S	M	M	S	M	S	S	M	S	S	S	S	S	S

**S: Strongly Correlated**

## **M: Moderately Correlated**

### **Suggested Readings**

#### **Unit 1 Introduction and Theoretical foundation**

1. Introduction to the Sociology of Health and Medicine, Turner, Bryan, S. (1995) Medical Power and Social Knowledge, London, Sage, Chapters 1 and 2 and 3, Pages (1-54)
2. Boorse, Christopher (1999) On the distinction between Disease and Illness, In (Ed's.) James Linderman Nelson and Hilde Linderman Nelson
3. Meaning and Medicine: A Reader in the Philosophy of Healthcare, New York: Routledge. (Pages 16-27)
4. Cockerham, W.C. (2009). The New Blackwell Companion to Medical Sociology. Wiley: Blackwell.
5. Cockerham, William. 1997. Readings in medical sociology, New Jersey: Prentice Hall
6. Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.
7. Deborah, L. (2012). Medicine as Culture: Illness, Disease and the Body. London: Sage
8. Foucault, M. 1975. The Birth of the Clinic: Archaeology of Medical Perception.  
New York: Vintage Books.

#### **Unit 2 Medical Pluralism**

1. Sujata and Leena Abraham (2009). Medicine, State and society, Economic and Political Weekly, Vol XLIV(16) April, (pp 44-83)
2. Article 2009. Special section on Indigenous system of medicine. Economic and political Weekly, Vol XLIV (16) April, (pp 44- 83)
3. Bode, Maarten (2008). Taking Traditional Knowledge to the Market : The Modern Image of the Ayurvedic and Unani Industry, 19802000. Delhi: Orient Blackswan.
4. Priya R. (2012) "AYUSH and Public Health: Democratic Pluralism and the Quality of Health Services" in Sujatha V and Abraham L (ed), Medical Pluralism in Contemporary India, Orient Black Swan , New Delhi, pp 120-121
5. Banerjee Madhulika. "Whither Indigenous Medicine" Seminar, 489, May 2000

### **Unit 3. Women and Health**

1. Qadeer, Imrana (1998) : Our Historical Legacy in MCH Programs. In Krishnaraj, M Sudarshan, R and Shariff, A (Eds) Gender Populating and Development , Oxford University Pressed , Delhi
2. Martin, E. (1987). The Woman in the Body. Boston: Beacon Press.
3. Doyels Lesley (1995). “What Makes Women Sick: Gender and the Political Economy of Health” Rutgers University Press.
4. Krieger Nancy (2003). “Genders, sexes, and health: what are the connections and why does it matter?” International Journal of Epidemiology. Vol. 32,pp :652–657
5. Kulczycki, Andrzej. 1999. The Abortion Debate in the World Arena. New York: Routledge.

### **Unit 4: Politics of Global Health and Health Policies**

1. Bissell, Paul, Kath Ryan and Charles Morecroft. 2006. Narratives about illness and Medication: A neglected theme/new methodology within pharmacy practice research, Pharmacy World & Science28 (2):54-60.
2. Veerananarayana Kethineni (1991): Political Economy of State Intervention in Health Care, EPW, October 19, 1991
3. Ritu Priya, (2005), Public Health Services in India: A Historical Perspective in Gangoli,l.,Shukla,A and Duggal,R.(Eds),Review of Healthcare in India,CEHAT,Mumbai
4. Nichter, M. (2008). Global Health: Why cultural perceptions, social representations and bio-politics matter. Tucson: University of Arizona Press.
5. Arnold, David. 1993. Colonizing the Body: State, Medicine and Epidemic in 19th century India. Berkley: University of California Press.

<b>Title of the Course</b>	<b>:</b>	<b>Sociology of Work</b>
<b>Course Code</b>	<b>:</b>	<b>Minor -8</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Minor</b>
<b>Total Credits</b>	<b>:</b>	<b>04</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>60(End Sem)+40(In-Sem)</b>

#### COURSE OUTCOME:

After completion of this course, the students will be able to Understand that work and production is integral to societies through time, the origin and spread of industrialization. They will identify as to how values and ideals of pluralized industrialism(s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

#### CO1:

Understand the relationship between Work, industry and society.

#### ILO:

- They will learn about Pre industrial, Industrial, Post Industrial and Information Society
- They can define the meaning of industrialism, industrial culture and how it is associate with work.

#### CO2:

Explore the different Dimensions of Work

#### ILO:

- They will understand the subjective dimension of work and its impact on the person doing that work. They will learn how it contributes to a person's development and well- being.
- They will know the interpersonal aspects of a job, including relationships with colleagues, management, and clients, as well as the broader organizational culture.
- They will explore factors like job satisfaction, teamwork, work-life balance, and overall well-being within a workplace; essentially, how social interactions and dynamics influence an individual's work experience.
- They can relate the generation of income, productivity, market value of labor, wages, and overall contribution of the work to the economy.
- They will acquire knowledge on factors like job security, unemployment rates, skill levels, and the impact of labour policies on business operations within a market.
- Learn different aspects of a culture that influence how people approach work, including factors like power distance, individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance, long-term vs. short-term orientation, and indulgence vs. restraint.

#### CO3:

Understand the meaning of Unpaid work and Forced Labour and its impact on Society

#### ILO:

- They will understand the role of unpaid work in the economy and how it is a burden on women and children.
- They will learn the factors responsible for Forced Labour, Slavery, Debt Bondage & Human Trafficking.

#### CO4:

They will learn the nature of work in the Informal Sector and Risk and Disaster at Workplace.

#### ILO :

- Understand the challenges of Street Vendors, Home based workers
- Learn the meaning of Risk, Hazard & Disaster at workplace.
- Comprehend the importance of Health & Safety at workplace and the importance of its assessment.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Interlinking Work and Industry  1.1 Work, Industry and society  1.2 Pre industrial society  1.4 Industrial society and Industrialism 1.5 Post Industrial Society.  1.3 Information Society	12	03	0	15
2 (15Marks)	Dimensions of Work  2.1 Subjective Dimension:  2.2 Social Dimensions  2.3 Economic Dimensions  2.4 Cultural Dimensions	17	02	0	19
3 (15Mark)	Unpaid work and Forced Labour  3.1 Type of unpaid work: - Unpaid Domestic work Unpaid care work.  3.2 Effects of Unpaid Domestic work on women and on children.  3.3 Forced Labour: Slavery, Debt Bondage & Human Trafficking.	13	01	0	14
4 (15marks)	Work in the Informal Sector, Risk and Disaster at Workplace  4.1 Street Vendors, Home based workers and their challenges  4.2 Risk, Hazard & Disaster: Health & Safety, workplace hazards, disaster in workplace, Risk factor and importance of its assessment.	11	01	0	12
	<b>Total</b>	<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

Where,

*L:Lectures*

*T:Tutorials*

*P:Practicals*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
---------------------	----------	------------	-------	---------	----------	--------

Factual Knowledge	CO1		CO3,CO4	CO3,CO4		
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,CO4	CO3,CO4		
Procedural Knowledge						
Meta cognitive Knowledge						

### Mapping of Course Outcomes to Program Outcomes:

S=Strongly Correlated

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

M=Moderately Correlated

**MODES OF FIN-SEMESTER ASSESSMENT:**

Two Internal Examination -

Group Discussion

Seminar presentation on any of the relevant topic

Viva-Voce

**(40Marks)****20Marks****07Marks**

10 Marks

03 Marks

**COURSE CONTENTS AND ITINERARY****1. Interlinking Work and Industry (Weeks 1-3)**

- Grint, Keith. 2005, „Classical Approaches to Work: Marx, Durkheim and Weber“ in The Sociology of Work: An Introduction. Polity Press. Cambridge. Pp. 90-112
- Uberoi, J.P.S. 1970, „Work, Study and Industrial worker in England“ in Man, Science and Society. IAS: Simla. Pp 34-45
- A sociological study of an oil Industry in Assam, Sarma Pranjal, Omega Publications, New Delhi, 2007.
- Urbanization and Development, edited by Pranjal Sarma, EBH Publication (India), Guwahati, 2016. 2.

**2. Forms of Industrial Culture and Organisation (Weeks 4-6)****Industrialism**

- Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour, New Delhi: Oxford University Press, Chapter 3, Pp.33-65
- Post-industrial Society
- Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heineman, Introduction, Pp.12-45
- Etzioni, A. and P.A. Jargowsky. 1990, —The false choice between high technology and basic industry” in K. Erikson and P. Vallas (eds.) The Nature of Work: Sociological Perspectives, New Haven and London: Yale University Press, Pp. 304-317
- Information Society
- Kumar, Krishan. 1999, From Post-industrial to Post-modern society, Oxford: Blackwell Publishers Ltd., Chapter 2 and 6, Pp 6-35 and 154-163

**Dimensions of Work (Weeks 7-10)****Alienation**

- Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds.) The Nature of Work: Sociological Perspectives. New Haven and London: American Sociological

Association, Presidential Series and Yale University Press, Pp. 19-33

- Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) Workplace of the Future. London:Macmillan, Pp. 84-100

### **Gender**

- Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change“ in Work, Employment and Society, 6 (4) Pp.557-75.
- Freeman, Carla. 2009, „Femininity and Flexible Labour: Fashioning Class 56 through Gender on the global assembly line“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) Industrial Work and Life: An Anthropological Reader, London:Berg, Pp.257- 268

### **Unpaid Work and Forced Labour**

- Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work“ in The Sociology of Work: Continuity and Change in Unpaid Work. New Delhi:Sage, Pp.153-181
- Coser, 1990, „Forced Labour in Concentration Camps“ in Erikson, K. and S.P.Vallas (eds.) The Nature of Work: Sociological Perspectives, New Haven and London: American Sociological Association, Presidential Series and Yale University Press, Pp. 162-69

### **Work in the Informal sector (Weeks 11-12)**

- Breman, Jan. 2003, —The Informal Sector| in Veena Das, (ed.) The Oxford India

Companion to Sociology and Social Anthropology, New Delhi: OUP, Pp. 1287-1312

- Talib, Mohammad. 2010, Writing Labour- Stone Quarry workers in Delhi. New Delhi:OUP, Chapter 1, Pp. 23-54

### **Risk, Hazard and Disaster (Weeks 13-14)**

- Laughlin, Kim. 1995, Rehabilitating Science, Imagining "Bhopal" in George E. Marcus (ed.) Techno scientific Imaginaries: Conversations, Profiles and Memoirs, Chicago: University of Chicago Press, Pp. 277-302
- Zonabend, Françoise. 2009, „The Nuclear Everyday“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) Industrial Work and Life: An Anthropological Reader, London: Berg, Pp 167-185

<b>Title of the Course</b>	:	<b>Sociology of Education</b>
<b>Course Code</b>	:	<b>DSE 01</b>
<b>Nature of the Course</b>	:	<b>DSE</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60(End Sem) +40(In-Sem)</b>

This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.

**CO1: Explain the essential perspectives in the Sociology of Education ILO:**

- Define education as a sociological process
- Describe education as a process of socialization
- Identify social reproduction of social categories through the process of education

**CO2: Extend the understanding of new sociological processes in education. ILO:**

- Identify social resistance in the process of socialization through education
- Discuss the elements of the new sociology of education
- Associate gender identities and their implications in the process of education

**CO3: Examine the process of education as a site of reproduction of social processes ILO:**

- Describe education as a site of reproduction of social discrimination
- Illustrate how different identities of the self are reproduced through pedagogical processes
- Recognize the relationship between social forces and the constitution and learning of text in education

**CO 4: Appraise the social issues associated with Higher education in context of India ILO:**

- Estimate how major social issues are associated with higher education
- Assess the social issues associated with higher education in India

Units	Contents	L	T	P	Total
<b>Unit 1</b> <b>(15 Marks)</b>	<b>1. Perspectives in the Sociology of Education</b>	13	2	0	15
	1.1. Education as Socialization				
	1.2. Education as Social Reproduction				
<b>Unit 2</b> <b>(15 Marks)</b>	<b>2. New areas in the Sociology of Education</b>	13	2	0	15
	2.1. Education and Resistance				
	2.2. The New Sociology of Education:				
	2.3. Education and Gendered Identities				
<b>Unit 3</b> <b>(15 Marks)</b>	<b>3. Sites of Reproduction and Negotiations of Social Identities</b>	13	2	0	15

	3.1. Contexts of Discrimination				
	3.2. Pedagogical Discourses				
	3.3. Texts and Learning				
<b>Unit 4 (15 Marks)</b>	<b>4. Contemporary Issues in Higher Education</b>	13	2	0	15
	4.1. Sociological Issues and Problems in Education				
	4.2. Contemporary Issues in Higher Education in India				
	<b>TOTAL</b>	52	8	0	60

Where: *L:Lectures, T:Tutorials, P:Practical*

#### Cognitive map of course outcomes with blooms taxonomy

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1	CO1				
Conceptual		CO2	CO 2			
Procedural		CO3		CO3		
Metacognitive				CO4	CO4	

#### Mapping of course outcomes to programme outcomes

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	P O 10	P O 11	P O 12	P O 13	P O 14	P O 15	P O 16
CO 1	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

S= STRONGLY  
CORELATED

M=MODERATELY CORELATED

#### MODES OF FIN-SEMESTER ASSESSMENT:

Two Internal Examination

Group Discussion

Seminar presentation on any of the relevant topic

Viva-Voce

**(40Marks)**

20Marks

07Marks

10 Marks

3 Marks

## SUGGESTED READINGS

### 1. Perspectives in the Sociology of Education [Week 1-8 ]

#### 1.1. Education as Socialisation

- 1.1.1. Durkheim, Emile, 1977. 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 92- 104).
- 1.1.2. Parsons, Talcott, 1959/2008. 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z.(eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press. (pp. 80-85).

#### 1.2. Education as Social Reproduction

- 1.2.1. Bowles, S. and Gintis, H. 1976/2011. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. Chicago: Haymarket Books. Ch.1 (pp. 3- 17).
- 1.2.2. Bourdieu, Pierre. 1977. 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press. (pp. 487- 510).
- 1.2.3. Macleod, Jay. 2009. 'Social Reproduction in Theoretical Perspective', in *in't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. 3rd ed. USA: Westview Press. (pp. 11- 24).
- 1.2.4. Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

### 2. New areas in the Sociology of Education

#### 2.1. Education and Resistance

- 2.1.1. Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7 (pp. 132-151).
- 2.1.2. Freire, Paulo. (1970/ 1993) *Pedagogy of the Oppressed*. (Tr. Myra Bergman Ramos). London: Penguin Books. Ch. 2. (pp. 52-67).
- 2.1.3. Everhart, R. B. 1983. *Reading, Writing and Resistance*. Boston: Routledge and Kegan Paul.

#### 2.2. The New Sociology of Education

- 2.2.1. Woods, Peter. 1983. *Sociology and the School: An Interactionist Perspective* London: Routledge and Kegan Paul. Ch.1 and 2 (pp. 1- 41).
- 2.2.2. Hammersley, Martyn. (ed.) 1999. *Researching School Experience: Ethnographic Studies of Teaching and Learning*. London: Falmer Press. Introduction(pp.1-12).

#### 2.3. Education and Gendered Identities

- 2.3.1. Youdell, Deborah. 2010. 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York. (pp. 132-141).
- 2.3.2. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed.) *The Routledge Falmer Reader in Sociology of Education*. Routledge Falmer London. (pp. 128- 139).

### 3. Sites of Reproduction and Negotiations of Social Identities[Weeks 9-12]

#### 3.1. Contexts of Discrimination

- 3.1.1. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in '*Ain't No Makin It': Aspirations and Attainment in a Low Income Neighborhood*. USA: Westview Press. (pp. 112-136).

3.1.2. Nambissan, Geetha. 2000. 'Dealing with Deprivation' in *Seminar*, Sept. 2000.

### 3.2. Pedagogical Discourses

- 3.2.1. Froerer, Peggy. 2007. Disciplining the saffron way: Moral education and the Hindu rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.
- 3.2.2. Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 - 4203.
- 3.2.3. Benei, Veronique. 2005. 'Serving the Nation: Gender and Family Values in Military Schools.' In Jeffery, P. and Chopra, R. (eds.) *Educational Regimes in Contemporary India*. Sage Publications. London - Thousand Oaks - New Delhi. (pp.141-159).
- 3.2.4. Nambissan, Geetha, B. 2004. 'Integrating Gender Concerns', in *Seminar* April 2004,

### 3.3 Texts and Learning

3.3.1. Kumar, Krishna. 2004. *What is Worth Teaching?* Orient Longman. Ch.2, 7 and 8.

## 4. Contemporary Issues in Higher Education: [Weeks 13-14]

### 4.1. Sociological Issues and Problems in Education

4.1.1. Deshpande, Satish. 2011. 'Revisiting the Basics', in *Seminar*, August 2011

### 4.2. Contemporary Issues in Higher Education in India

- 4.2.1. Lukose, Ritty, . 2009. 'Politics, Privatization and Citizenship', in *Liberalization's Children: Gender, Youth, and Consumer Citizenship in Globalizing India*. USA: Duke University. Ch. 4 pp. 132-162.
- 4.2.2. Jeffrey, Craig. 2011. 'Great Expectations: Youth in Contemporary India', in Clark Deces, Isabelle (ed.) *A Companion to the Anthropology of India*. UK: Blackwell. pp. 62-79.
- 4.2.3. Jeffrey, Craig. 2010. *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford, California: Stanford University Press

## SUGGESTED READINGS:

Thapan, Meenakshi. 1991. *Life at School: An Ethnographic study*. Delhi: Oxford University Press.

Ball, Stephen J. 1981. *Beachside Comprehensive: A Case Study of Comprehensive Schooling*.

Cambridge: Cambridge University Press.

McLaren, P. 1986. *Schooling as a Ritual Performance*. Boston and London. Routledge and Kegan Paul.

Jeffrey, Roger et.al. 2006. 'Parhai Ka Mahaul ? An Educational Environment in Bijnor , Uttar

Pradesh', in Neve, G. De and Donner, H. (eds.) *The Meaning of the Local : Politics of Place in Urban India*. Abingdon, Oxon: UCL Press.

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. California: University of California Press

<b>Title of the Course</b>	:	<b>Sociology of Literature</b>
<b>Course Code</b>	:	<b>DSE 02</b>
<b>Nature of the Course</b>	:	<b>DSE</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>60(End Sem) +40(In-Sem)</b>

**CO1: Explain the emergence, scope and subject matter of sociology of literature ILO:**

- Define the concept of sociology of literature
- Trace the emergence of sociology of literature as an academic discipline
- Describe the relationship between sociology of literature and sociology of knowledge
- Associate sociology and literature

**CO2: Illustrate the various dimensions of society from theoretical perspectives on literature**

**ILO:**

- Discuss the relationship between society and literature through the lens of realism, social realism and critical realism
- Extrapolated the sociological dimension of literature with reference to Marxist theory
- Explain the sociological significance of literature from the post modern perspective

**CO3: Assess the theme character, plot structure of the texts and develop critical thinking and problem solving skill, awareness from sociological perspectives of the important social issues.**

**ILO:**

- Interpret different forms of literary text from sociological perspective
- Develop awareness of social issues reflected in the literary texts
- Develop problem solving skills from the analysis of social issues reflected in the literary text

**CO 4: Appraise the hidden reality through which they will be able to methodologically analyse the social reality.**

**ILO:**

- Apply the methodology to initiate a study on literary works from sociological perspective
- Develop research-based projects on Indian literary works.

Unit	CONTENT		L	T	P	Total
<b>Unit 1</b>	<b>1. Conceptual understanding of sociology of literature</b>		13	2	0	15
<b>(15 Marks)</b>	1.1	Notion and Development of Sociology of Literature				
	1.2	Sociology of Knowledge (Karl Mannheim)				
	1.3	Sociology and Literature				
<b>Unit 2</b>	<b>2.Theoretical perspectives of sociology of literature</b>		13	2	0	15
<b>(15 Marks)</b>	2.1	Realism				
	2.2	Social Realism				
	2.3	Marxist Theory				
	2.4	Critical Realism				
	2,5	Post Modernism				

<b>Unit 3</b> <b>(15 Marks)</b>	<b>3. Sociological Analysis of selected works (any one)</b>		13	2	0	15
	3.1	Short stories ( <i>Sendoor</i> by Bhabendranath Saikia) ( <i>Kukuha</i> by Imran Shah) ( <i>Simulakra</i> by Jyoti Prasad Saikia)				
	3.2	Novels ( <i>Felani</i> by Arupa Kalita Patangia) ( <i>Matsyagandha</i> by Homen Borgohain)				
	3.3	Drama ( <i>Hati aru Phandi</i> by Munmi Bhuyan) ( <i>Anya Abelir Rong aru anaanyo</i> by Jyoti Prasad Saikia)				
<b>Unit 4</b> <b>(15 Marks)</b>	<b>4. A project on Literature form Sociological Stand point</b>		13	2	0	15
	( The students will be allotted a micro –project on Indian Literary works )					
	Total		52	08	0	60

Where: *L:Lectures, T:Tutorials, P:Practical*

#### Cognitive map of course outcomes with blooms taxonomy

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1	CO1				
Conceptual		CO2	CO 2			
Procedural		CO3	CO3	CO3		
Metacognitive				CO4	CO4	

#### Mapping of course outcomes to programme outcomes

CO/	PO	PO	PO	PO	PO	PO	PO	PO	PO	P	P	P	P	P	P	P
OP	1	2	3	4	5	6	7	8	9	O	O	O	O	O	O	O
CO 1	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	S	M	S	S	S	S	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	M	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S	S	S	S	M	S	S

S== STRONGLY  
CORELATED

M=MODERATELY CORELATED

#### MODES OF FIN-SEMESTER ASSESSMENT:

Two Internal Examination

Group Discussion

Seminar presentation on any of the relevant topic

Viva-Voce

(40Marks)

20Marks

07Marks

10 Marks

3 Marks

## **SUGGESTED READINGS**

### **1. Conceptual understanding of sociology of literature**

- Abrams, M.H ( 1993), Glossary of Literary Terms , Prism Books Pvt. Ltd., Bangalore
- Sharma Subharh (2003) , Sociology of Literature , Rawat Publications , Jaipur
- Routh J & J. Wolff (eds) ,(1977) , The Sociology of Literature , Keele University Press, Keele.

### **2. Theoretical perspectives of sociology of literature**

- Best, S and D. Kellner ( 1991), Post Modern Theory : Critical Interrogations , Macmillan , London
- Lodge , David (ed) ., Twentieth Century Literary Criticism , Longman , London
- Routh J & J. Wolff (eds) ,(1977) , The Sociology of Literature , Keele University Press, Keele.
- Selden, Raman ( 1985) , Contemporary Literary Theory , The Harvester Press , Sussex

### **3. Sociological Analysis of selected works**

- Saikia Bhabendranath. 1971. *Sendur*. Jyoti Prakashan,
- Shah Imran. 2011. Kukuha in Rachanawali, Vol 2. Katha.
- Saikia Jyoti Prasad. 2012. Simulakra. Vidya Bhawan.
- Phukan. M. Eds. 2018. Dr. Jyoti Prasad Saikar Nirbachito Golpo, Banalata
- Kalita Patangia, Arupa. Felani. Jyoti Prakashan
- Borgohain, Homen. 1987. Matsyagandha. Students store
- Bhuyan, Munin. 2001. Hati aru Phandi. Kaustab Prakashan
- Saikia, Jyoti Prasad. 2008. Anya Abelir Rong aru anaanyo. Sivasagar, Nat Kotha

### **4. A project on Literature form Sociological Stand point**

- (The students will be allotted a micro –project on Indian Literary works )

<b>Title of the course</b>	<b>: Sociology of Crime and Punishment</b>
<b>Course Code</b>	<b>: DSE 03</b>
<b>Nature of the Course</b>	<b>: DSE</b>
<b>Course Credits</b>	<b>: 4</b>
<b>Mark Distribution</b>	<b>: 60 (End Sem) + 40 (In sem)</b>

**Course Outcomes: After completion of the course, the students will be able to**

**CO1** : Analyze the sociological perspectives on crime and punishment.

**ILO** :

- Examine the classical and positivist perspectives on crime.

**CO2** : Evaluate the relationship between social structures and crime.

**ILO** :

- Discuss the role of social inequality and poverty in shaping crime patterns.

**CO.3:** Analyze the major theories of crime and deviance.

**ILO** :

- Examine the strain theory, social learning theory, and control theory.

**CO4:** Evaluate the strengths and limitations of each theory.

**ILO** :

- Discuss the role of labeling and stigma in shaping deviant behavior.

**CO.5:** Analyze the major theories of punishment.

**ILO** :

- Examine the retributive, deterrent, and rehabilitative theories of punishment.

**CO6:** Evaluate the strengths and limitations of each theory.

**ILO** :

- Discuss the role of punishment in maintaining social order.

**CO7:** Analyze the strategies of crime prevention and control.

**ILO** :

- Examine the role of community policing in crime prevention.

**CO8:** Evaluate the effectiveness of different crime prevention and control measures.

**ILO**

- Discuss the implications of technology for crime prevention and control.

Units	Contents	L	T	P	Total Hours
1 (15 Marks)	<b>Introduction to Sociology of Crime and Punishment</b> 1.1 Introduction to sociology of crime and punishment 1.2 Classical and positivist perspectives on crime 1.3 Social structures and crime: poverty, inequality, and social exclusion 1.4 Crime statistics and trends in India	13	3	0	16
2 (15 Marks)	<b>Theories of Crime and Deviance</b> 2.1 Strain theory: Merton's anomie theory 2.2 Social learning theory: Sutherland's differential association theory 2.3 Control theory: Hirschi's social bond theory 2.4 Labelling theory: Becker's outsider theory	13	3	0	16
3 (15 Marks)	<b>Theories of Punishment</b> 3.1 Retributive theory: punishment as revenge 3.2 Deterrent theory: punishment as a means of preventing future crime 3.3 Rehabilitative theory: punishment as a means of reforming offenders 3.4 Critical perspectives on punishment: Marxist, feminist, and postmodernist approaches	13	3	0	16
4 (15 Marks)	<b>Crime Prevention and Control</b> 4.1 Crime prevention and control: an introduction 4.2 Community policing: principles and practices 4.3 Technology and crime prevention: surveillance, forensics, and cybercrime 4.4 Crime prevention and control: international perspectives				

*Where: L:Lectures, T:Tutorials, P:Practical*

### Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge			CO6			
Conceptual knowledge	CO3		CO1	CO2		
Procedural Knowledge	CO4			CO5		
Meta cognitive knowledge						

### Mapping of Course Outcomes to Program Outcomes:

CO/P O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	S	M	M	M	S	S	S

CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S- Strongly Correlated**  
**M-Moderately Correlated**

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>(40Marks)</b>
<b>Two Internal Examination -</b>	<b>20Marks</b>
<b>Group Discussion</b>	<b>07 Marks</b>
<b>Seminar presentation on any of the relevant topic</b>	<b>10</b>
<b>s Viva-Voce</b>	<b>Mark</b>
<b>Marks</b>	<b>3</b>

### Essential Reading

#### Unit 1: Introduction to Sociology of Crime and Punishment

1. Beccaria, C. (1764). On Crimes and Punishments.
2. Durkheim, E. (1893). The Division of Labor in Society.
3. Government of India. (2020). Crime in India Report.

#### Unit 2: Theories of Crime and Deviance

##### 1. Essential Readings

1. Merton, R. K. (1938). Social Structure and Anomie.
2. Sutherland, E. H. (1939). Principles of Criminology.
3. Hirschi, T. (1969). Causes of Delinquency.

#### Unit 3: Theories of Punishment Essential

##### Readings

1. Kant, I. (1785). The Metaphysics of Morals.
2. Bentham, J. (1789). An Introduction to the Principles of Morals and Legislation.
3. Foucault, M. (1977). Discipline and Punish: The Birth of the Prison.

#### Unit 4: Crime Prevention and Control Essential

##### Readings

1. Wilson, J. Q., & Kelling, G. L. (1982). Broken Windows: The Police and Neighborhood Safety.
2. Bayley, D. H. (1994). Police for the Future.
3. Government of India. (2020). National Crime Records Bureau Report

**Title of the Course : Ethics in Research and Academic Writings**  
**Course Code :DSE 4**  
**Nature of the Course: DSE**  
**Total Credits :04**  
**Distribution of Marks:60(End-Sem)+40(In-Sem)**

### COURSE OUTCOME:

After completion of this course, the students will be able to

#### CO1:

Describe and Define the meaning of Philosophy and Ethics, its role in Research.

#### ILO:

- They will learn what is the role of ethics in research
- They will understand how Philosophy and Ethics play a vital role in scientific research
- They can explain the difference between moral philosophy and moral judgment

#### CO2:

Comprehend the role of Scientific Conduct  
in Research

#### ILO:

- They can explain ethics and its relation with science and research
- They will understand the meaning of intellectual honesty and research integrity  
They will identify the activities termed as research Misconduct,  
Fabrication and Unethical Practices

#### CO3:

They can apply their knowledge to understand how Integrity is to be maintained in Academic Writings and what are the challenges they need to overcome.

- They will know how to do literature review scientifically
- They will understand how to use E Resources properly and scientifically
- They will learn the techniques of detecting and avoiding plagerism
- They can apply their knowledge on how to not involved in Falsification, Manipulation or Tempering of Data

#### CO4:

They will be able to identify the  
Challenges in Academic Writing

- They will understand the basic differences between research paper, research note, research commentary and, review paper and perspective paper
- They can apply the Design thinking Methods to Avoid Plagiarism
- They will learn Referencing and citation; the process of submission and the challenges to be faced in Post submission

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	<b>Philosophy and Ethics</b>  1.1 Introduction to Philosophy: definition, nature and scope, concept, branches 1.2 Ethics: Definition, moral philosophy, nature of moral judgments and reactions.	12	03	0	15
2 (15Marks)	<b>Scientific Conduct in Research</b>  2.1 Ethics and its relation with science and research  2.2 Intellectual honesty and research integrity 2.3 Research Misconduct/Fabrication/Unethical Practices	17	02	0	19
3 (15Marks)	<b>Ethics in Writing and Academic Integrity</b>  3.1 Academic & research writing: Introduction; Importance of academic writing; Basic rules of academic writing  3.2 Falsification, Manipulation or Tempering of Data  3.3 Plagiarism: Introduction; Tools for the detection of plagiarism; Avoiding plagiarism  3.4 Literature Review and Proper Use of E-Resources	13	01	0	14
4 (15marks)	<b>Academic Writing and Challenges</b>  4.1 Research paper, Review Paper, Perspective Paper, Research Commentary and Research Note: Basics to learn	11	01	0	12

	<p>4.2 Using Design thinking Methods to Avoid Plagiarism</p> <p>4.3 Referencing and citation; Submission and Post submission</p> <p>4.4 Research proposal writing(Synopsis)</p>				
	<b>Total</b>	<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

Where,            *L:Lectures*            *T:Tutorials*            *P:Practicals*

**Cognitive Map of Course Outcomes with Bloom’s Taxonomy Knowledge**

**Mapping of Course Outcomes to Program Outcomes:**

<b>Knowledge Dimension</b>	<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyse</b>	<b>Evaluate</b>	<b>Create</b>
Factual Knowledge	CO1					
Conceptual Knowledge	CO1, CO2	CO3,CO4	CO3,CO4	CO3,CO4		
Procedural Knowledge		CO3,CO4	CO3,CO4	CO3,CO4	CO4	
Meta cognitive Knowledge						

### Mapping of course outcomes to programme outcomes

CO/ OP	PO1	PO2	PO3	PO4	PO5	PO6	PO7	P8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO 3	S	M	M	M	S	S	S	S	S	M	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	S	S	S	M	S	S	S	M	M	M

S =STRONGLY CORELATED  
M =MODERATELY CORELATED

**MODES OF IN-SEMESTER ASSESSMENT: (40Marks)**

<b>Two Internal Examination -</b>	<b>20Marks</b>
<b>Group Discussion</b>	<b>07Marks</b>
<b>Seminar presentation on any of the relevant topic</b>	<b>10 Marks</b>
<b>Viva-Voce</b>	<b>03 Marks</b>

### Suggested Readings

- Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at:  
<https://ori.hhs.gov/sites/default/files/rcrintro.pdf>
- The Student's Guide to Research Ethics By Paul Oliver Open University Press, 2003

- Responsible Conduct of Research By Adil E. Shamoo; David B. Resnik Oxford University Press, 2003
- Ethics in Science Education, Research and Governance Edited by Kambadur Muralidhar, Amit Ghosh Ashok Kumar Singhvi. Indian National Science Academy, 2019. ISBN : 978-81-939482-1- 7.
- Anderson B.H., Dursaton, and Poole M.: Thesis and assignment writing, Wiley Eastern 1997.
- Bjorn Gustavii: How to write and illustrate scientific papers? Cambridge University Press.
- Bordens K.S. and Abbott, B.b.: Research Design and Methods, Mc Graw Hill, 2008.
- Graziano, A., M., and Raulin, M.,L.: Research Methods – A Process of Inquiry, Sixth Edition, Pearson, 2007.
- Bird, A (2006). Philosophy of Science , Routledge
- Ajay Semalty, Academic Writing, 2021, ISBN: 9789390211739, BS Publications, Hyderabad, India;  
[https://bspublications.net/book\\_detail.php?bid=1574](https://bspublications.net/book_detail.php?bid=1574)
- Semalty A., Qualitative Research And Review Writing, <https://docstate.academy/courses/qualitative-analysis-and-review-writing/> Report Writing, IGNOU,  
<https://egyankosh.ac.in/handle/123456789/14018>
- Peter, V. John, Writing a Research Paper, IGNOU, <https://egyankosh.ac.in/handle/123456789/35677> UGC, Guidance Document “Good Academic Research Practices”; Sept. 2020, [https://www.ugc.ac.in/e-book/UGC\\_GARP\\_2020\\_Good%20Academic%20Research%20Practices.pdf](https://www.ugc.ac.in/e-book/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf)