

**CURRICULUM FRAMEWORK FOR
UNDER GRADUATE PROGRAMME IN SOCIOLOGY**

AS PER NATIONAL EDUCATION POLICY (NEP)-2020

**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
DEPARTMENT OF SOCIOLOGY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH-791 112**



WITH THE EFFECT FROM ACADEMIC YEAR: 2023-24

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1.0 The Preamble

The Under-Graduate Programme in Sociology at Department of Sociology, under the aegis of Institute of Under-Graduate Studies (IUGS), Rajiv Gandhi University, Rono Hills, is designed as per NEP-2020 norms and particularly for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of Sociology.

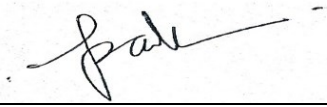
Sociology is the most contemporary and versatile, as well as the most open and interdisciplinary of social sciences. It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. The course has been designed in response to a dynamic intellectual climate and shifting social concerns. Emphasis is also on ensuring familiarity with the elementary techniques of social investigation through training in sociological research methods.

A sociology graduate is expected to become an informed, conscious and responsible citizen and also be equipped for a variety of careers including but not limited to: academics, civil services, activism and advocacy. A brief overview of the scheme of 4 year courses and syllabus for B.A. (Honours) Sociology under NEP 2020 implemented from academic session 2023-24 is presented below.

NEP 2020 aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of Curriculum and Credit Framework for Undergraduate Programmes developed as per the guidelines of NEP 2020 is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

1.1 CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising major, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce a uniform grading system in the entire higher



education system in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in the evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed. The revised Curriculum and Credit Framework for Undergraduate Programmes System consists of 9 types of courses:

Major Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Major Course.

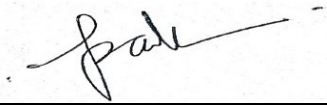
Minor Course: It helps a student to gain a broader understanding beyond the major discipline.

Multidisciplinary Course: All UG students are required to undergo 3 introductory-level courses. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class).

Ability Enhancement Courses (AEC): Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and recognize the importance of language as a mediator of knowledge and identity.

Skill Enhancement Course: SEC courses are skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Value Added Course: These courses are designed to gain broader understanding of Indian values, constitution of India, environmental, ecological and health issues in India.



Internship: A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term.

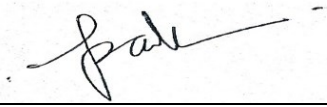
Research Project: Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

Discipline Specific Elective (DSE) Course: The courses offered by the main discipline/subject of study for developing specialization in desired area are referred to as Discipline Specific Elective.

All the courses are designed to impart disciplinary fundamentals of sociology through a careful choice of reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. The teachers and learners may follow these readings to comprehend the topic in detail and develop critical insight into the subject.

1.2 Certification Criteria (Multiple Exit Options)

The One Year Certificate/Two Year Diploma/Three Year Undergraduate Degree/Four Year Undergraduate Degree (Honors Without Research)/Four Year Undergraduate Degree (Honours With Research) in Sociology is a four-year (eight semesters) programme of credits including major courses, minor courses, multidisciplinary courses, skills enhancement courses, value-added courses and ability enhancement courses with multiple exits. The students will be offered several major courses throughout four years as per UGC guidelines. This programme will adopt a flexible curricular structure in order to enable creative combinations of disciplinary areas. The undergraduate degree programme of 4- year duration, with multiple exit points with appropriate certifications such as: a UG certificate after completing 1 year (2 semesters) and additional 4 credits training/internship, a UG diploma after 2 years (4 semesters) of study and additional 4 credits training/internship, a bachelor's degree after a 3-year (6 semesters) of study



and UG degree with Honours and UG degree with Research with Honours degree after 4 years (8 semesters) of study. The evaluation and examination procedures shall be as per the regulations and guidelines imbibed in the Rajiv Gandhi University examination ordinance.

UG Certificate (Programme Code: SOC-1001)- Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.

UG Diploma (Programme Code: SOC-2001)- Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 80 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second summer term.

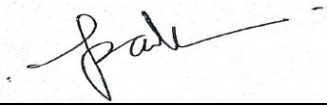
Three-Year UG Degree (Programme Code: SOC-3001)- Students who wish to undergo a three year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.

Four-Year UG Degree (Honours) (Programme Code: SOC-4001) - A four-year UG Honours Degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

Four-Year UG Degree (Honours with Research) (Programme Code: SOC-5001) - A four-year UG Degree in Honours with Research will be awarded to those students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

1.3 Other Key Criteria for UG Programme

- **Selection of Minor Course:** Students of Sociology major would opt for minor courses from other majors being offered by other departments. Minor courses of Sociology will be offered to Non Sociology Major Students.



- **Selection of Multidisciplinary Course:** Students in Sociology major would have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the common structure. However, students of Sociology major would not be allowed to select multidisciplinary courses offered by the Department of Sociology.
- **Selection of Compulsory Value-Added Course:** Students in Sociology major would have to select a compulsory value-added course from the basket of value-based courses provided in the common structure.
- **Research at UG Programme:** Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year, as per NEP-2020.
- **For Honours students not undertaking Dissertation in VIII semester:** Students in Sociology not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- **Exit and Re-entry:** Exit and re-entry option in the degree programme in Sociology will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years

1.4 Credit framework of the Four Year Undergraduate Programme in Sociology

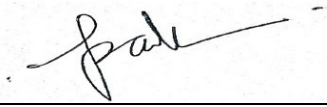
- 2 *1 Credit for Lecture = 15 hours in a Semester
- 3 **1 Credit for Tutorial = 15 hours in a Semester
- 4 ***1 Credit for Practicum = 30 hours in a Semester
- 5 **** Total Credits = 4

5.0 Programme outcomes (POs)

After completing the programme the students will be able to:

PO1: Understand and demonstrate academic competency

PO2: The graduates would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical,



environmental, cultural aspects among others by enhancing the capacity to apply knowledge and skills.

PO3: Think critically and analytically about social phenomena through reading, writing, and discussion.

PO4: Understand and appreciate diverse social identities, perspectives, and experiences, and advocate for inclusive and equitable societies

PO5: Develop basic competencies in conceptualizing, conducting, interpreting and evaluating research.

PO6: The graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and unfamiliar contexts and apply the learning to real-life situations.

5.1 Programme Specific Objectives (PSO)

The main objectives of the B.A (Hons.) Sociology Programme are to:

PSO1: Inculcate strong interest in learning sociology by orienting the students towards scientific study of social behaviour.

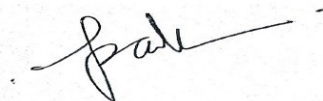
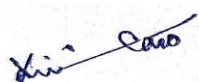
PSO2: Evolve broad and balanced knowledge and understanding of definitions, key, concepts, principles and theories in Sociology.

PSO3: Encourage students to think and analyze critically by applying sociological frameworks to analyze social phenomena, considering historical context, contemporary relevance, and power dynamics.

PSO4: To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

PSO5: Equip the students with basic skills and fundamentals of Research. Enabling students to conduct original research, including formulating hypotheses, collecting and analyzing data, and effectively communicating findings.

PSO6: Professional Preparedness: Apply sociological knowledge and skills to various career paths, such as graduate studies, research, public service, and other fields requiring critical thinking, research, and communication abilities.



CREDIT SYSTEM FOR UG PROGRAMME IN SOCIOLOGY (as per NEP-2020)

NCr F Cred it Level	S e m e s t e r	Major		Minor (Only for students other than sociology Major)		Multidisciplinary Course (MDC-Only for students other than Sociology Major)		Ability Enhancement Compulsory Course (AECC)		Skill Enhancement Course (SEC)		Value-Added Course (VAC)		Internship/ Research Project		T o t a l C r e d i t / S e m
		Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	Course Code and Name	C r e d i t	
4.5	I	Major 1 (SOC-001-CC-1110) Introduction to Sociology I	4	Minor 1 (SOC-001-MC-1110) Polity and Society in India	4	MDC 1 (SOC-001-MD-1110) Religion in India	3	AECC 1 (XXX-001-AE-11XX)	4	SEC 1 (SOC-001-SE-0010) Soft Skill and Personality Developme nt	3	VAC 1* (XXX-001-VA-11XX)	2			20
	II	Major 2 (SOC-001-CC-1210) Introduction to Sociology II	4	Minor 2 (SOC-001-MC-1210) Gender Sensitization	4	MDC 2 (SOC-001-MD-1210) Social Demography of India	3	AECC 2 (XXX-001-AE-12XX)	4	SEC 2 (SOC-001-SE-0020) Ethics and Skills in Social Research Reading	3	VAC 2* (XXX-001-VA-12XX)	2			20
Total credits (First year)			8		8		6		8		6		4			40
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester (SOC 001).																
5.0	III	Major 3 (SOC-001-CC-2110) Social Thinkers-I	4	Minor 3 (SOC-001-MC-2110) Sociology of Family, Marriage and Kinship	4	MDC 3 (SOC-001-MD-2110) Social Problems and Issues of Development in India	3			SEC 3 (SOC-001-SE-0030) Writing and Reasoning for Sociology	3	*VAC-3 (SOC-001-VA-2110) Theorising Development	2			20
		Major 4 (SOC-001-CC-2120) Research Methods-I	4													

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IV	Major 5 (SOC-001-CC-2210) Rural and Agrarian Sociology	4	Minor 4 (SOC-001-MC-2210) Sociology of Work and Industry	4													20
	Major 6 (SOC-001-CC-2220) Social Stratification	4															
	Major 7 (SOC-001-CC-2230) Sociology of Social Movement	4															
	Major 8 (SOC-001-CC-2240) Media and Society	4															
	Total credits (Second Year)	24		8		3				3			2				40

Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term (SOC-2001).

V	Major 9 (SOC-001-CC-3110) Sociology of NE India	4	Minor 5 (SOC-001-MC-3110) Life Skills and Education	4														
	Major 10 (SOC-001-CC-3120) Social Pathology	4																
	Major 11 (SOC-001-CC-3130) Research Methods-II	4																
	Major 12 (SOC-001-CC-3140) Tribes of India and Traditional Knowledge	2																
																	2	20

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Students who want to undertake a 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing **120 credits (SOC-3001)**

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VIII	Major 21 (SOC-001-CC-4210) Political Sociology	4	Minor 8 (SOC-001-RC-4210) Research and Publication Ethics/MOOCs	4												
	Major 22 (SOC-001-DE-4220) Urban Sociology	4														
	Major 23 (SOC-001-DE-4230) Gender and Society	4														
	Major 24 (SOC-001-DE-4240) Sociology of marginalized communities	4														
	Total credits (Third Year)	32														

Four Year UG Degree with Honours in Sociology on completion of courses equal to a minimum of 160 credits (SOC-4001)

6.0	VIII	Major 21 (SOC-001-CC-4210) Urban Sociology	4	Minor 8 (SOC-001-RC-4210) Research and Publication Ethics/MOOCs	4											20
		SOC-001-RP-4210- Research Project	12													
Total credits (Fourth Year)			94				9		8		9		6		2	160

Four Year UG Degree with Honours and Research in Sociology on completion of courses equal to a minimum of 160 credits (SOC-5001)

*Students can opt from the bouquet of courses offered by the University/Departments from time to time.

#Summer Internship: 8 Weeks Summer Internship should be completed by students who opt for UG Certificate programme.

Abbreviations: VAC- Value Added Course; MDC-Multi-Disciplinary Course; AECC-Ability Enhancement Compulsory Course; SEC- Skill Enhancement Course; SWAYAM- Study Webs of Active-Learning for Young Aspiring Minds.

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Programme Code and Subject Code Schema: ABC-DDD-CT-YSPR

ABC:	Discipline Code (viz. CSE: Computer Science and Engineering, SOW: Social Work etc.)
DDD (e.g. 001)	DDD-The unique number for each programme like B.A.-001, B.Sc.-002 etc.
	001=Programme Code for B.A.
CT:	Course Type (Viz. CC: Core Course, DE: Department Elective, RC: Research Course, CW: Coursework)
YSPR:	Year-Semester-Paper Serial-Sequence of Revision (currently zero)

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**SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME
IN SOCIOLOGY- (I Year)**

I Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching/ Engage ment Hours
		IM	EM	T			
SOC-001-CC-1110	Introduction to Sociology I	20	80	100	3:1:0	4	60
SOC-001-MC-1110	Polity and Society in India	20	80	100	3:1:0	4	60
SOC-001-MD-1110	Religion in India	20	80	100	2:1:0	3	45
XXX-001-AE- 11XX	AEC 1	20	80	100	3:1:0	4	60
SOC-001-SE- 0010	Soft Skill and Personality Development	20	80	100	2:1:0	3	45
XXX-001-VA-00X0	VAC 1*	20	80	100	1:1:0	2	30
Total Credit						20	300

II Semester (UG Certificate)

Paper Code	Title	Marks			Credit Distribution n L:T:P	Credit	Teachin g/Engag ement Hours
		IM	EM	T			
SOC-001-CC- 1210	Introduction to Sociology II	20	80	100	3:1:0	4	60
SOC-001-MC- 1210	Gender Sensitization	20	80	100	3:1:0	4	60
SOC-001-MD- 1210	Social Demography of India	20	80	100	2:1:0	3	45
XXX-001-AE- 12XX	AEC 2	20	80	100	3:1:0	4	60
SOC-001-SE- 0020	SEC 2 (SOC-001-SE-0020) Ethics and Skills in Social Research Reading)	20	80	100	2:1:0	3	45
XXX-001-VA-XXX	VAC 2*	20	80	100	1:1:0	2	30
Total Credit						20	300
Aggregate Credit						40	

❖ Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester (SOC 001).

*The title of the courses will be adopted from the pool of papers provided by the University/Other Departments.

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total, *= Mandatory.

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**SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAMME
IN SOCIOLOGY- (II Year)**

III Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching/ Engagement Hours
		IM	EM	T			
SOC-001-CC-2110	Social Thinkers I	20	80	100	3:1:0	4	60
SOC-001-CC-2120	Research Methods- I	20	80	100	3:1:0	4	60
SOC-001-MC-2110	Sociology of Family, Marriage and Kinship	20	80	100	3:1:0	4	60
SOC-001-MD-2110	Social Problems and Issues of Development in India	20	80	100	2:1:0	3	45
SOC-001-SE-0030	Reading, Writing and Reasoning for Sociology	20	80	100	2:1:0	3	45
SOC-001-VA-2110	Theorising Development	20	80	100	2:0:0	2	30
Total Credit						20	300

IV SEMESTER (UG Diploma)

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching/En gagement Hours
		IM	EM	T			
SOC-001-CC-2210	Rural and Agrarian Sociology	20	80	100	3:1:0	4	60
SOC-001-CC-2220	Social Stratification	20	80	100	3:1:0	4	60
SOC-001-CC-2230	Sociology of Social Movement	20	80	100	3:1:0	4	60
SOC-001-CC-2240	Media and Society	20	80	100	3:1:0	4	60
SOC-001-MC-2210	Sociology of Work and Industry	20	80	100	3:1:0	4	60
Total Credit						20	300
Aggregate Credit						80	
❖ Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term (SOC-2001).							

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total, *= **Mandatory**.

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SOCIOLOGY (III Year)**V Semester**

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-001-CC-3110	Sociology of NE India	20	80	100	3:1:0	4	60
SOC-001-CC-3120	Social Pathology	20	80	100	3:1:0	4	60
SOC-001-CC-3130	Research Methods II	20	80	100	3:1:0	4	60
SOC-001-CC-3140	Tribes of India and Traditional Knowledge	20	80	100	2:0:0	2	30
SOC-001-MC-3110	Life Skills and Education	20	80	100	2:0:0	4	60
SOC-001-IN-3110 *	INTERNSHIP*	20	80	100	0:0:2	2	60
Total Credit						20	330
❖ Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term (SOC-2001).							

VI Semester (UG Degree)

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-001-CC-3210	Sociology of Religion	20	80	100	3:1:0	4	60
SOC-001-CC-3220	Research Methods III	20	80	100	3:1:0	4	60
SOC-001-CC-3230	Pioneers of Indian Sociology	20	80	100	3:1:0	4	60
SOC-001-CC-3240	Sociology of Health	20	80	100	3:1:0	4	60
SOC-001-MC-3210	Elements of Social Psychology	20	80	100	3:1:0	4	60
Total Credit						20	300
Aggregate Credit						120	
❖ Students who want to undertake a 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits . (SOC-3001)							

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total.

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SOCIOLOGY UNDERGRADUATE DEGREE (IV year)

VII Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching /Engagement Hours
		IM	EM	T			
SOC-001-CC-4110	Modern Social Thinkers	20	80	100	3:1:0	4	60
SOC-001-CC-4120	Environmental Sociology	20	80	100	3:1:0	4	60
SOC-001-CC-4130	Sociology of Education	20	80	100	3:1:0	4	60
SOC-001-CC-4140	Social Demography	20	80	100	3:1:0	4	60
SOC-001-RC-4110	Social Research Methods /MOOCs	20	80	100	3:1:0	4	60
Total Credit						20	300

VIII Semester (Four Year UG Degree with Honors)

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching /Engagement Hours
		IM	EM	T			
SOC-001-CC-4210	Political Sociology	20	80	100	3:1:0	4	60
SOC-001-DE-42010	Urban Sociology	20	80	100	3:1:0	4	60
SOC-001-DE-42020	Gender and Society	20	80	100	3:1:0	4	60
SOC-001-DE-42030	Sociology of Marginalized Communities	20	80	100	3:1:0	4	60
SOC-001-RC-4210	Research and Publication Ethics/ MOOCs	20	80	100	3:1:0	4	60
Total Credit						20	300
Aggregate Credit						160	

❖ **Four Year UG Degree with Honours in Sociology on completion of courses equal to a minimum of 160 credits (SOC-4001)**

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= End Term Marks, T= Total.**

RGU-CF-UG-SOC: 2023-24
VIII Semester (UG Degree with Honours and Research)

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-001-CC-4210	Urban Sociology	20	80	100	3:1:0	4	60
SOC-001-RC-4210	Research and Publication Ethics/MOOCs	20	80	100	3:1:0	4	60
SOC-001-RP-4210	Research Project	60	240	300	0:0:12	12	360
Total Credit						20	120
Aggregate Credit						160 credits	
❖ Four Year UG Degree with Honours and Research in Sociology on completion of courses equal to a minimum of 160 credits (SOC-5001)							

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total

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LIST OF MAJOR COURSES (CC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SE M	Paper Code	Title	Maximum Marks			Credits Distribution L:T:P	Total Credit	Teaching Hours
			I	E	T			
I	SOC-001-CC-1110	Introduction to Sociology I	20	80	100	3:1:0	4	60
II	SOC-001-CC-1210	Introduction to Sociology II	20	80	100	3:1:0	4	60
III	SOC-001-CC-2110	Social Thinkers -I	20	80	100	3:1:0	4	60
III	SOC-001-CC-2120	Research Methods I	20	80	100	3:1:0	4	60
IV	SOC-001-CC-2210	Rural Sociology and Agrarian Sociology	20	80	100	3:1:0	4	60
IV	SOC-001-CC-2220	Social Stratification	20	80	100	3:1:0	4	60
IV	SOC-001-CC-2230	Sociology of Social Movement	20	80	100	3:1:0	4	60
IV	SOC-001-CC-2240	Media and Society	20	80	100	3:1:0	4	60
V	SOC-001-CC-3110	Sociology of NE India	20	80	100	3:1:0	4	60
V	SOC-001-CC-3120	Social Pathology	20	80	100	3:1:0	4	60
V	SOC-001-CC-3130	Research Methods II	20	80	100	3:1:0	4	60
V	SOC-001-CC-3140	Tribes of India and Traditional Knowledge	20	80	100	1:1:0	2	60
VI	SOC-001-CC-3210	Sociology of Religion	20	80	100	3:1:0	4	60
VI	SOC-001-CC-3220	Research Methods III	20	80	100	3:1:0	4	60
VI	SOC-001-CC-3230	Pioneers of Indian Sociology	20	80	100	3:1:0	4	60
VI	SOC-001-CC-3240	Sociology of Health	20	80	100	3:1:0	4	60
VII	SOC-001-CC-4110	Modern Social Thinkers	20	80	100	3:1:0	4	60
VII	SOC-001-CC-4120	Environmental Sociology	20	80	100	3:1:0	4	60
VII	SOC-001-CC-4130	Sociology of Education	20	80	100	3:1:0	4	60
VII	SOC-001-CC-4140	Social demography	20	80	100	3:1:0	4	60
VII	SOC-001-RC-4110	Social Research Methods	20	80	100	3:1:0	4	60
VIII	SOC-001-CC-4210	Political Sociology	20	80	100	3:1:0	4	60
VIII	SOC-001-DE-42010	Urban Sociology	20	80	100	3:1:0	4	60
VIII	SOC-001-DE-42020	Gender and Society	20	80	100	3:1:0	4	60
VIII	SOC-001-DE-42030	Sociology of Marginalized Communities	20	80	100	3:1:0	4	60
VIII	SOC-001-RC-4210	Research and Publication Ethics	20	80	100	3:1:0	4	60
Total							102	1560

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total

LIST OF MINOR COURSES (MC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:T:P		
I	SOC-001-MC-1110	Polity and Society	20	80	100	3:1:0	4	60
II	SOC-001-MC-1210	Gender Sensitization	20	80	100	3:1:0	4	60
III	SOC-001-MC-2110	Sociology of Family, Marriage and Kinship	20	80	100	3:1:0	4	60
IV	SOC-001-MC-2210	Sociology of Work and Industry	20	80	100	3:1:0	4	60
V	SOC-001-MC-3110	Life skills and Education	20	80	100	3:1:0	4	60
VI	SOC-001-MC-3210	Elements of Social Psychology	20	80	100	3:1:0	4	60
Total							24	360

*I= Internal Marks, E= End Term Marks, T=Total, **L=Lecture, T=Tutorial, P=Practical

LIST OF MULTIDISCIPLINARY COURSES (MDC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:T:P		
I	SOC-001-MD-1110	Religion in India	20	80	100	2:1:0	3	45
II	SOC-001-MD-1210	Social Demography of India	20	80	100	2:1:0	3	45
III	SOC-001-MD-2110	Social Problems and Issues of Development in India	20	80	100	2:1:0	3	45
Total							9	135

LIST OF SKILL ENHANCEMENT COURSES (SEC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:T:P		
I	SOC-001-SE-0010	Soft Skill and Personality Development	20	80	100	2:1:0	3	45
II	SOC-001-SE-0020	Ethics and Skills in Social Research Reading	20	80	100	2:1:0	3	45
III	SOC- 001-SE-0030	Writing and Reasoning for Sociology	20	80	100	2:1:0	3	45
Total							9	135

L=Lecture, T=Tutorial, P=Practical, *IM=Internal marks, EM= End Term Marks, T= Total

RGU-CF-UG-SOC: 2023-24

LIST OF VALUE-ADDED COURSES (VAC) OFFERED BY THE DEPARTMENT OF SOCIOLOGY

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:T:P		
III	SOC-001-VA-2110	Theorising Development	20	80	100	2:1:0	2	30
Total							6	90

The title of the courses will be adopted from the pool of papers provided by the University/Other Departments

****L=Lecture, T=Tutorial, P=Practical, ***IM=Internal marks, EM= End Term Marks, T= Total**

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SOC-001-CC-1110: INTRODUCTION TO SOCIOLOGY I

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week;
Lecture: 3 Hrs per week; **Full Marks:** 100

Learning Objectives:

LO 1: To provide a broad introduction to the discipline of sociology and seek to acquaint students with a sociological way of thinking.

LO 2: To provide foundation for specialized courses within Sociology and its interdisciplinary themes.

Course Outcomes:

CO 1: The students learn to apply sociological perspectives in understanding how society shapes our individual lives.

CO 2: To familiarize the students with the history and fundamental concepts and concerns of the discipline.

CO 3: Understanding the interdisciplinary nature of the social sciences like social anthropology, history and psychology and learning how these relate to each other while maintaining their disciplinary boundaries.

CO 4: Understanding the basic concepts of sociological approaches.

Course Content

Unit No	Content	Contact Hours	CO
1	Sociology: Discipline and Perspective 1.1. Thinking Sociologically 1.2. Emergence of Sociology and Social Anthropology	20	1
2	Sociology and Other Social Sciences 2.1. Sociology and Psychology 2.2. Sociology and History 2.3. Sociology and Political Science 2.4. Sociology and Anthropology	20	1,3
3	Basic Concepts 3.1. Individual and Group 3.2. Associations and Institutions 3.3. Culture and Society 3.4. Social Change	20	2, 4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	1	1	-	3	1	-	1	-	-
CO2	1	3	3	2	1	1	1	3	1	-	-	2
CO3	1	2	1	-	-	-	1	-	-	-	1	-
CO4	3	1	-	-	-	-	1	2	-	-	-	-
Average	2	2	1.5	1.25	0.5	0.25	1.5	1.5	0.25	0.25	0.25	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

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

1.2 Emergence of Sociology and Social Anthropology

1. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit 2. Sociology and Other Social Sciences

1. Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
2. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
3. Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.
4. Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.

Unit 3. Basic Concepts

3.1. Individual and Group

1. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

3.2. Associations and Institutions

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

3.3. Society and Culture

1. Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi

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2. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

3.4. Social Change

1. Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

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Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: This course seeks to introduce the students to the study of Indian politics from a sociological perspective.

LO 2: This course is designed to provide students with theories, categories and conceptual tools to understand politics in relation to society in general.

Course Outcomes:

CO 1: Understand the interplay of society and polity.

CO 2: Understand theories from different concepts of political sociology.

CO 3: Understand the formation of socio-political identities and its impact on society at large.

CO 4: The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena.

Course Content

Unit No	Content	Contact Hours	CO
1	On Studying Politics and Society in India 1.1. Meaning, Nature, Scope and Significance	20	1,2
2	Themes in Politics and Society in India 2.1 Political Economy 2.2 Political Identities 2.3 Political Processes	20	2, 3
3	Protest and Resistance in Indian Politics 3.1. Protest, Resistance and Ethno-political movements 3.2. Women and environmental movements 3.3. Dalit and backward class movements	20	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	1	-	2	1	1	1	1	1	-	2	-
CO2	1	1	-	2	-	-	-	1	1	1	-	-
CO3	-	-	-	2	-	-	-	1	-	-	-	-
CO4	-	1	3	1	1	-	-	2	1	2	1	-
Average	0.25	0.75	0.75	1.75	0.50	0.25	0.25	1.25	0.75	0.75	0.75	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

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Unit 1: On Studying Politics and Society in India

1. Baruah, Sanjib. 'Politics of Sub-nationalism: Society vs. State in Assam', from Partha Chatterjee (Ed.) *State and Politics in India*, Delhi; OUP. Pp. 496-520
2. 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
3. Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. Pp. 1-39
4. Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99
5. 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

Unit 2: Themes in Politics and Society in India:

2.1 Political Economy

1. 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
2. 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

2.2 Political Identities: Nation, Caste, Religion and Ethnicity

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

2.3. Political Institutions and Democratic Processes

1. Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98
2. 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

Unit 3: Protest and Resistance in Indian Politics

- 3.1 Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

Sanjib Baruah

Paul Brass

RGU-CF-UG-SOC: 2023-24
SEMESTER I
SOC-001-MD-1110: RELIGIONS IN INDIA

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: The goal of the course is to brief students with an appreciation of the diversity of religious experiences.

LO 2: This course exposes students to the distinctiveness of the sociological approach to the study of religion.

LO 3: This paper introduces the students to the major religions practiced in India and the contestation over religion in contemporary times.

Course Outcomes

CO 1: It acquaints the students with the diverse forms of religions existing in India and provides an understanding of how religions play an important role in Indian society.

CO 2: Awareness of religion as a social institution and the different aspects of religion in India.

CO 3: By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

CO 4: It will sensitize the student about different faiths and issues related with religious fundamentalism and communalism and the discourse on secularism in Indian context.

Course Content

Unit No.	Content	Contact Hours	CO
1	Religions in India 1.1 Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism A social historical perspective 1.2 Demographic profile 1.3 Contemporary trends	20	1, 2
2	Aspects of religion in India 2.1 Sacred knowledge, Sacred space, Sacred time and Sacred persona	20	2
3	Contestation over religion in India 3.1 Fundamentalism, Communalism and Secularism 3.2 Socio-religious movements 3.3 Popular religion and emerging cults	20	3,4

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RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	2	1	1	1	1	1	-	1	1	1	-
CO2	1	2	1	1	1	1	1	-	1	1	1	-
CO3	-	3	1	2	1	1	1	-	1	1	1	-
CO4	-	3	-	2	-	-	-	-	-	1	-	1
Average	0.25	2.5	0.75	1.5	0.75	0.75	0.75	-	0.75	1	0.75	0.25

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Baird, Robert D. (ed.). 1995 (3rd edition). *Religion in modern India*. Delhi: Manohar.
2. Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp 134-150.
3. Hefner, R.W., 1998. Multiple modernities: Christianity, Islam, and Hinduism in a globalizing age. *Annual review of Anthropology*, 27(1), pp.83-104.
4. Jones, Kenneth W. 1989. *Socio-religious reform movements in British India* (The new Cambridge history of India III-1). Hyderabad: Orient Longman
5. Keddie, N.R., 1998. The new religious politics: where, when, and why do “fundamentalisms” appear? *Comparative studies in society and history*, 40(4), pp.696-723. Madan, T.N. 1991. ‘Secularism in its Place’ in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.
6. Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.
7. Madan, T.N. ‘The Sociology of Hinduism: Reading ‘Backwards From Srinivas to Weber’, *Sociological Bulletin*, vol-55,no-2, (May-August 2006) pp.215-236
8. Momin. A.R., 2004. ‘The Indo-Islamic Tradition’ in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.
9. Muzumdar, H.T. 1986. *India’s religious heritage*. New Delhi: Allied.
10. Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press. Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications. Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London:Sage.
11. Robinson, R. 2003. ‘Christianity in the Context of Indian Society and Culture’ in Das Veena (ed.), *Oxford India Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.
12. Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

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SOC-001-SE- 0010: SOFT SKILL AND PERSONALITY DEVELOPMENT

Credit: 3; **Contact Hours:** 45; **Tutorial:** 1 Hr per week;
Lecture: 2 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: This course aims to help the students in personality development.

LO 2: It consists of both practical and theoretical parts of soft skill training which is an essential part of effective communication.

Course Outcomes

CO 1: Understand the importance of soft skill training in personality development and effective communication.

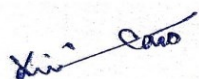
CO 2: Understanding the nuances of Interpersonal skills and enhancing their skills.

CO 3: Building competence in articulating and presenting ideas in a clear manner.

CO 4: Understanding the causes and consequences of stress and coping mechanisms of stress.

Course Content

Unit No	Content	Contact Hours	CO
1	Soft Skill and Personality development 1.1. Soft skill and its classification 1.2. Self in social interaction 1.3. Emotional Intelligence and Critical thinking	15	1
2	Interpersonal skills 2.1. Interview skill 2.2. Public speaking skill 2.3. Presentation skill	15	2,3
3	Understanding Stress and Health 3.1. Stress and health 3.2. Coping with stress 3.3. Emotion- focused and problem focused strategies 3.4 Understanding the relationships and interactions between health, stress and coping.	15	4




RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	2	1	1	1	2	1	1	-	-
CO2	-	1	-	2	-	-	-	1	-	1	2	-
CO3	-	1	1	1	1	1	-	3	2	-	-	-
CO4	-	3	-	-	2	2	1	-	1	2	1	1
Average	0.25	1.75	0.50	1.25	1	1	0.50	1.50	1	1	0.75	0.25

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. 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: Harper Collins E-books, 2007.
2. Petes S. J., Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw-Hill Education, 2011.
3. Stein, Steven J. & Howard E. Book. The EQ Edge: Emotional Intelligence and Your Success. Canada: Wiley & Sons, 2006
4. Ghosh ,B.N (2012): Managing Soft Skill for personality development, Tata McGraw-Hill Education, New Delhi
5. Pestonjee, D M. Stress and Coping: The Indian Experience. SAGE Publications Pvt. Ltd; Second edition (15 December 1998)
6. 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
7. 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.
8. The OCR Guide to Presentation Skills, www.ocr.org.uk
9. 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
10. 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
11. Pearlin, Leonard I. , Menaghan, Elizabeth G. Morton A. Mullan, Lieberman and Joseph T. The Stress Process. Journal of Health and Social Behavior , Dec., 1981, Vol. 22, No. 4 (Dec., 1981), pp. 337-356 Published by: American Sociological Association
12. 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

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13. Aneshensel, Carol S. Social Stress: Theory and Research .Annual Review of Sociology , 1992, Vol. 18 (1992), pp. 15-38 Published by: Annual Reviews
14. R. Baron & D. Byrne : Social Psychology: Understanding Human Interaction, 1993, Prentice Hall of India Pvt. Ltd., Delhi, 1993 (6th Edn)
15. T.M Newcomb et al. : Social Psychology: A Study of Human Interaction, Tavistock Publication Ltd., London, 1961 (Revised Edn).
16. Hook. D, Franks. B & Bauer W. Martin (2011): The Social Psychology of Communication, (6th edition), AIAA.
17. E- resource: <https://openpress.usask.ca/introductiontopsychology/chapter/stress-and-coping/>

Exercises and Practices at the classroom

- The teacher can arrange mock Group Discussion among the students by using audio visual techniques
- Mock public speaking forums can be created within the classroom by providing them with various topics.
- Mock interview can be conducted among the students in the classroom
- The teachers can engage the students in preparing powerpoint presentation on various topics and ask them to present it in the classroom.

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II SEMESTER (UG Certificate)

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SOC-001-CC-1210: INTRODUCTION TO SOCIOLOGY II

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week;
Lecture: 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology.

LO 2: The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outcomes

CO 1: Enable students to understand the relationship between theory and theoretical perspectives.

CO 2: Provide students with a foundation of sociological theoretical understanding.

CO 3: Build an understanding of historical roots and key features of Sociological theories.

CO 4: Develop comprehensive understanding of different theoretical perspectives.

Course Content

Unit No.	Content	Contact Hours	CO
1	Perspectives in Sociology-I 1.1. Evolutionary perspective 1.2. Functionalism	20	1,2,3
2	Perspectives in Sociology-II 2.1. Interpretive Sociology 2.2. Symbolic Interactionism	20	1,2
3	Perspectives in Sociology-III 3.1. Conflict perspective 3.2. Feminist Perspective	20	1,2,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	1	1	1	1	2	2	1	1	2	1
CO2	2	1	1	1	1	1	2	2	1	1	2	1
CO3	2	1	1	-	-	-	1	1	1	1	1	1
CO4	2	1	1	-	-	-	1	1	1	1	1	1
Average	2	1	1	0.5	0.5	0.5	1.5	1.5	1	1	1.5	1

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1: Perspectives in Sociology-I

1.1 Evolutionary Perspective

1. Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

1.2. Functionalism

1. Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.
2. Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Unit 2: Perspectives in Sociology-II

2.1. Interpretive Sociology

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

2.2. Symbolic Interactionism

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

Unit 3: Perspectives in Sociology-III

3.1. Conflict perspective

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

3.2. Feminist Perspective

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

Additional Readings

1. Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 - 77
2. Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.
3. Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp.49-69
4. Spencer, H. 2015, *Principles of Sociology*. Arkose Press.
5. Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

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RGU-CF-UG-SOC: 2023-24
SEMESTER II
SOC-001-MC-1210: GENDER SENSITIZATION

Learning Objectives

LO 1: This course will sensitize students to issues related to

gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life.

LO 2: Students will be acquainted with legal provisions that have an immediate bearing on gender relations.

Course Outcomes

CO 1: Students will understand the debates surrounding the social construction of sex and gender, and how cultural contexts shape concepts of masculinity, femininity, and sexual preferences.

CO 2: Students will be able to critically examine the roles and impacts of gender socialization, gender-based division of labor, and the public/private divide, including the concept of the triple burden, within family, community, and state contexts.

CO 3: Students will gain knowledge of the legal rights related to gender, including property rights, personal laws, and protections against violence, harassment, and rape, and how these laws impact women's lives.

CO 4: Students will explore the complex intersections of gender with caste, class, religion, and disability, and understand how these intersections create unique experiences and challenges for different groups of women.

Course Content

Unit No	Content	Contact Hours	CO
1	Sex, Gender and Sexuality 1.1. Introduction to debates on the social construction of sex and gender 1.2. Cultural construction of masculinity and femininity 1.3. Understanding sexual preference as a right	10	1
2	Gender, Family, Community and the State 2.1. Gender socialization 2.2. Gender based division of labor 2.3. Private/Public divide 2.4. Triple burden	10	2
3	Gender Rights and the Law 2.1. Right to property 2.2. Personal laws 2.3. Violence against women and domestic violence 2.4. Sexual harassment and Rape	20	3

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4	Understanding Intersections of Gender, Caste, Class, Religion and Disability 3.1. Gender and Caste 3.2. Gender and Class 3.3. Gender and Religion 3.4. Gender and Disability	20	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	2	1	1	1	2	1	1	2	-	-
CO2	-	1	2	2	2	1	1	1	2	2	1	1
CO3	-	-	2	2	2	2	1	2	1	1	-	-
CO4	-	-	1	2	1	1	1	1	2	1	-	1
Average	0.25	0.75	1.75	1.75	1.5	1.25	1.25	1.25	1.5	1.5	0.25	0.5

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1 : Sex, Gender and Sexuality

1. Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women
2. Geetha, V. 2002, *Gender*. Calcutta: Stree
3. Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
4. Murty, Laxmi and Rajarshi Dasgupta. 2012, *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan
5. Films: Being Male Being Koti Dir: Mahuya Bandyopadhyay Many People Many Desires Dir: T. Jayashree; Boys Don't Cry Dir: Kimberley Peirce

Unit 2: Gender, Family, Community and the State

1. Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722
2. Films: Izzat nagriki Asabhya Betiyan Dir: Nakul Singh Sawhney

Unit 3: Gender Rights and the Law

1. For all the laws relating to women please refer to the following resource:
<http://nsw.nic.in/frmLLawsRelatedtoWomen.aspx>
2. Films: Gulabi Gang Dir: Nishtha Jain; North Country Dir: Niki Caro;
The Accused Dir: Jonathan Kaplan

Unit 4: Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

1. Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

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2. Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Additional Readings

1. Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women Geetha, V. 2002, Gender. Calcutta: Stree
2. Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)
3. Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books
4. Murty, Laxmi and Rajshri Dasgupta. 2012, '*Our Pictures, Our Words - A Visual Journey Through The Women's Movement*'. New Delhi: Zubaan
5. Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722
6. Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

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Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: Understand the influence of population on social phenomena.

LO 2: Acquaint students the demographic features and trends of Indian society and

LO 3: Understand population control in terms of social needs.

Course Outcomes

CO 1: Gain insight into the interface between population size and social development and the social implications of age and sex composition.

CO 2: Explore the components of population growth such as fertility, mortality, and migration, and understand their impact on India's demographic patterns.

CO 3: Students will be able to assess the problems and benefits of rapid population growth in India, focusing on issues like family and reproductive health and the demographic dividend.

CO 4: Students will be equipped to critically appraise the population policies.

Course Content

Unit No	Content	Contact Hours	CO
1	Population and society 1.1 Interface between population size and social development 1.2 Concepts and measurement of population trends in India, Size, 1.3 Composition and Distribution of Population in India 1.4 Social implications of age and sex in India 1.5 Components of Population Growth: Fertility, Mortality, and Migration	15	1,2
2	Population planning and control 2.1 Family and reproductive health 2.2 Problems of Rapid Population Growth in India 2.3 Merits and demerits of rapid population growth 2.4 Demographic Dividend	15	3
3	Population Policy 3.1 Population policies of the Government of India-A critical appraisal 3.2 Problems of implementing growth control measures causes for success and failures	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	2	1	2	2	1	-	2	2	2	2
CO2	-	-	2	1	2	2	1	1	1	1	1	1
CO3	2	1	1	-	1	1	1	1	2	2	2	2
CO4	2	1	1	-	1	1	-	-	-	1	1	1
Average	1	0.5	1.5	0.5	1.5	1.5	0.75	0.5	1.25	1.5	1.5	1.5

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Census of India Latest Reports
2. NFHS Latest Reports
3. Bloom, David. 2011. '7 Billion and Counting', Science, Vol. 333, No.562. doi:10.1126/science.1209290
4. Bose, Asish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.
5. Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology. B.R. Publishing Corporation. Delhi.
6. Davis, Kingsley. 1951. The Population of India and Pakistan. Russel and Russel. New York.
7. Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.
8. Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.
9. Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.
10. Srivastava, O.S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994.

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Credit: 3; Contact Hours: 45; Tutorial: 1 Hr per week;
Lecture: 2 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: This course aims to explore issues of ethics and politics in relation to social research and appraises the student with a wide range of questions and debates.

LO 2: The course also seeks to equip students and strengthen their basic computational skills and other technicalities involved in research writing.

Course Outcomes

CO 1: The students will be able to understand the fair practice of writings and gain a comprehensive understanding of plagiarism, its types, and related legal and ethical issues, including copyright and intellectual property rights.

CO 2: Students will also get exposure to basic skills in handling computers for collection, analysis and presentation of data. Learn the principles of ethics in field research and recognize the potential for political manipulation in data presentation, ensuring integrity and honesty in research practices.

CO 3: Develop proficiency in using basic computing tools such as M.S. Word and Google Docs for creating and editing documents effectively.

CO 4: Acquire skills in data management and analysis using M.S. Excel and Google Sheets, and enhance presentation abilities with M.S. PowerPoint and Google Slides.

Course Contents

Unit No.	Content	Contact Hours	CO
1	Social Research 1.1. Introduction to social research 2.2. Major Steps in Social Research	5	1,2
2	Ethics in Social Research 2.1. Ethics in doing field research 2.2. Manipulation in data presentation	5	2
3	Plagiarism 1.1. Meaning and Types 1.3. Legal and ethical issues 1.4. Copyright 1.5. Intellectual Property Rights	10	1
4	Basic Computing Skills 3.1. M.S Word/ Google Docs 3.2. M.S Excel/Google Sheet 3.3. M.S PowerPoint/ Google Slide	10	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	-	-	2	1	-	-	-	-	-	2
CO2	-	-	-	-	1	2	-	-	-	-	-	2
CO3	-	-	-	-	1	1	-	-	-	-	-	1
CO4	-	-	-	-	-	1	-	-	-	-	-	1
Average	-	-	-	-	1	1.25	-	-	-	-	-	1.5

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1: Social Research

1. Mills, C. W. 1959, *The Sociological Imagination*, London: OUP Chapter 1 Pp.3-24

Unit 2: Ethics in Social Research**2.1 Ethics in doing field research**

1. Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.
2. Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.

2.2 Manipulation in Data Presentation

1. Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Unit 3: Plagiarism

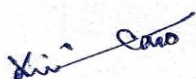
1. Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Unit 4: Basic Computational Skills

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA

Additional Readings

1. American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA
2. Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.
3. Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.
4. Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.
5. Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.




III SEMESTER

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RGU-CF-UG-SOC: 2023-24
SEMESTER III
SOC-001-CC-2110: SOCIAL THINKERS-I

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: To enable students to gain systematic and comprehensive understanding of Sociological theoretical perspectives.

LO 2: To encourage students to inculcate critical thinking.

Course Outcomes

CO 1: Understanding foundational themes of sociology.

CO 2: Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.

CO 3: Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

CO 4: Clarification and broadening the student's knowledge about the theoretical and methodological contributions of the western classical theory and its contemporary relevance

Course Content

Unit No.	Content	Contact Hours	CO
1	Karl Marx 1.1. Dialectics and Historical Materialism 1.2. Capitalist Mode of Production 1.3. Class Conflict	20	1
2	Max Weber 2.1. Social Action 2.2. Ideal Types 2.3. Religion and Economy	20	2, 4
3	Emile Durkheim 3.1. Social Fact 3.2. Nature of Solidarity, Suicide 3.3. Sacred and Profane	20	3, 4

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RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	3	3	3	2	2	3	2
CO2	3	2	3	2	3	3	3	3	3	2	3	2
CO3	2	2	1	3	2	2	2	1	-	-	3	2
CO4	2	3	3	2	3	3	3	2	1	2	3	3
Average	2.5	3	2.5	2.2	2.7	2.7	2.7	2.2	1.5	1.5	3	2.2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 4156, 145 151.
2. Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48107, 119144
3. Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.
4. Marx, K. and F. Engels. 1969. Selected Works Vol. 1. Moscow: Progress Publishers. pp. 1315 (Theses on Feuerbach), pp. 1680 (A Critique of the German Ideology), pp.98137 (Manifesto of the Communist Party),pp. 142173 (Wage Labour and Capital), pp. 502506 (Abstract of Preface from A Contribution to the Critique of Political Economy).
5. Turner, J. N., Beeghley, Leonard, Powers, Charles. The Emergence of Sociological Theory.
6. Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87123
7. Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 354, 103126, Chapters I, II, III, IV & V
8. Weber, Max. 'Science as a Vocation' in David Owen and Tracy Strong eds. Max Weber: The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

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RGU-CF-UG-SOC: 2023-24
SEMESTER III
SOC-001-CC-2120: RESEARCH METHODS-I

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives:

LO 1: To give a general introduction to the methods of sociological research.

LO 2: To build scientific perspective, attitudes and skills for systematic inquiry for understanding of philosophical foundations of research, various elements of research designs, methods and tools for data collection and analysis.

Course Outcomes

CO 1: Students are introduced to sociological research both from a theoretical and methodological perspective.

CO 2: Students develop the ability to evaluate the methodological validity of the claims made by theory.

CO 3: Identify the difference between quantitative and qualitative methods.

CO 4: Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity.

Course Content

Unit no.	Content	Contact Hours	CO
1	The Logic of Social Research 1.1 What is Sociological Research? 1.2 Objectivity in the Social Sciences 1.3 Reflexivity	20	1,4
2	Methodological Perspectives 2.1 Positivism 2.2 The Comparative Method 2.3 Feminist Method	20	2
3	Modes of Enquiry 3.1 Theory and Research 3.2 Analyzing Data: Quantitative and Qualitative 3.3 Ethical Issues in Data Collection and Analysis	20	2,3,4

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RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	-	3	2	3	3	2	2	2	3	3	3
CO2	1	-	-	2	3	3	1	2	-	-	2	2
CO3	-	-	-	-	3	3	1	1	-	-	-	3
CO4	1	1	1	1	3	3	1	-	1	1	2	3
Average	1.2	0.2	1	1.2	3	3	1.2	1.2	0.75	1	1.75	2.7

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1. The Logic of Social Research

1.1 What is Sociological Research?

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

1.2 Objectivity in the Social Sciences

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

1.3 Reflexivity

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

Unit 2 Methodological Perspectives

2.1 Comparative Method

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

2.2 Feminist Method

1. Hammersley, Martyn, "On Feminist Methodology" in Sociology, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

Unit 3. Modes of Enquiry

3.1 Theory and Research

1. Merton, R.K. 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative

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

3.3 Ethical Issues in Data Collection and Analysis

1. Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 3rd ed. Sage Publications, California, pp. 87-93.

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Additional Readings

1. Beteille, A. 2002, Sociology: Essays on Approach and Method, New Delhi: OUP, Chapter 4 Pp.72-94
2. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70.
3. Creswell, J W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, 3rd ed. Sage Publications, California, pp. 87-93. Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press, Chapter 1, 2 & 6, Pp. 1-46,125-140
4. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation, Pp.xv-xxiv
5. Gouldner, Alvin. 1970, The Coming Crisis of Western Sociology, New York: Basic Books, Chapter 13 Pp. 481-511
6. Hammersley, Martyn, “ On Feminist Methodology” in Sociology, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.
7. Merton, R.K. 1972, Social Theory & Social Structure, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171
8. Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp.3-24
9. Radcliffe-Brown, A.R. 1958, Methods in Social Anthropology, Delhi: Asia Publishing Corporation, Chapter 5, Pp.91-108
10. Weber, Max. 1949, The Methodology of the Social Sciences, New York: The Free Press, Foreword and Chapter 2, Pp.49-112

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SOC-001-MC-2110: SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.

LO 2: Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.

Course Outcomes

CO 1: Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness

CO 2: Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship

CO 3: Understand the basic societal institutions that create basic units of social structure.

CO 4: Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence 1.2 Approaches 1.2.1 Descent 1.2.2 Alliance 1.2.3 Cultural	20	2
2	Family, Household and Marriage 2.1 Types of Family 2.2. Types of Residence 2.3. Types of Marriage	20	2
3	Re-casting Kinship 3.1 Relatedness 3.2 Kinship and Gender 3.3 Re-imagining Families 3.4 New Reproductive Technologies	20	1,3

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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	3	2	1	3	3	1	1	-	-	-
CO2	2	3	2	2	3	2	2	3	2	2	3	-
CO3	3	3	-	2	1	1	2	3	2	2	2	-
CO4	1	-	1	1	2	1	2	-	1	-	2	-
Average	1.7	2	1.5	1.7	1.7	1.7	2.2	1.7	1.5	1	1.7	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings

1. 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
2. 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
3. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopaedia of the Social Sciences, U.S.A.: Macmillan and Free Press, Pp. 19- 23
4. 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
5. 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
6. Fortes, M., 1970, Time and Social Structure and Other Essays, University of London: The Athlone Press, Chapter 3, Pp. 67-95\
7. Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), The Developmental Cycle in Domestic Groups, Cambridge: Cambridge Univ. Press, Pp.15-52
8. 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
9. 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
10. 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
11. Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', Man, Vol. 62, Pp. 130-134
12. 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
13. Lévi-Strauss, Claude, 1969, The Elementary Structures of Kinship, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
14. Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press, Introduction, PP.1-39

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15. Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed) Kinship and Family: An Anthropological Reader. Oxford: Blackwell Publishing Ltd, (pp. 342-361).
16. 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
17. Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', The Indian Economy and Social History Review, vol. 1(3), pp 1-36
18. 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
19. Vatuk Sylvia, Household Form and Formation: Variability and Social Change among South Indian Muslims in Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage. (Pp. 107-137).
20. Weston, Kath, 1991, Families We Choose: Lesbians, Gays, Kinship, New York: Columbia University Press, Pp. 103-136.

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SOC-001-MD-2110: SOCIAL PROBLEMS AND ISSUES OF DEVELOPMENT IN INDIA

Credit: 3; Contact Hours: 45; Tutorial: 1 Hr per week; Lecture: 2 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: To introduce students to the emerging social problems, the concept and issues of development in Indian society.

LO 2: To enable them to acquire sociological understanding of these issues and problems over and above their common sense understanding.

Course outcomes

CO 1: Learners will be aware about social problems and development issues in Indian society.

CO 2: Students are able to understand social issues and are empowered to face social problems.

CO 3: The learners will be familiarized with the deviant and delinquent behavior, issues of corruption and other dis-organizational and structural problems of Indian society.

CO 4: Introduce students with the concepts related to development and ecology.

Course Contents

Unit No	Content	Contact Hours	CO
1	Deviance 1.1 Concept and; meaning, Definition 1.2 Crime and Juvenile Delinquency 1.3 White Collar Crime	10	3
2	Social problems 2.1 Cybercrime 2.2 Drug Addiction 2.3 Suicide 2.4 Terrorism 2.5. Corruption	15	1,3,2
3	Concept and Issues of Development 3.1 Economic Vs Social Development 3.2 Human Development 3.3 Agrarian crisis 3.4 Human Resource Development & Skilled Unemployment	10	1,2
4	Ecology and Development 4.1 Development and Displacement 4.2 Sustainable Development 4.3 Global Warming and Climate Change	10	1,4

RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	2	2	3	2	1	3	3	1	-
CO2	2	3	1	2	1	2	2	-	3	3	1	-
CO3	2	3	-	2	1	2	2	2	1	2	-	-
CO4	1	1	-	2	-	2	-	2	-	-	-	-
Average	1.7	2.5	0.7	2	1	2.2	1.5	1.2	1.7	2	0.5	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Betellie, Andre, 1974: Social Inequality
2. Charles, L.C., Michael, W.F., 2000, Crime and Deviance: Essays and Innovations of Edwin M Lemert
3. Cloward, R., 1960. Delinquency and Opportunity
4. Cohen, Albert. K. 1955, Delinquent Boys: The Culture of the gang
5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934, Principles of Sociology
6. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-199
7. Gill, S.S., 1998: The Pathology of Corruption
8. H, Travis, 1969, Causes of Delinquency

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Learning Objectives

LO 1: To enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.

LO 2: To bring about a realization among the students that reading, writing, reasoning and critical thinking are interrelated skills.

LO 3: The course seeks to teach elements of good academic writing and form habits that go with it as well as develop the ability to avoid and spot plagiarism.

Course outcomes

CO 1: Reading: At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively.

(a) Read academic texts and identify the central argument(s) and grasp the content of the texts.

(b) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases.

(c) Identify general conclusions from specific details in texts.

CO 2: Writing: Identify standard elements of writing and different genres of writing from personal essay to academic writing.

(a) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using Multi-draft approach: pre-writing, outlining, drafting, revising, and editing.

(c) Formal academic style: Information from several sources and synthesizing into their own writing internationally accepted methods of citation and referencing.

(d) Be able to treat reading and writing as complementary and synergistic.

(e) Be able to conceptualize and plan a research paper.

CO 3: Reasoning

(a) Students should be able to approach writing as a form of reasoning, with organization of ideas, style and perspectives.

(b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world.

(c) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues.

(d) By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

CO 4: Students learn how to recognize good or bad writing and equip them with elementary techniques for repairing bad or damaged prose.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction: The virtues of repetition 1.1 Reading and Re-reading texts 1.2 Reading, Writing and Rewriting	10	1,2
2	Techniques for reading academic texts 2.1 Grasping the whole: How to get an overview 2.2 Divide and conquer: Taking texts apart 2.3 Getting outside help: Recruiting extra resources	10	3
3	How to begin writing academic prose 3.1 Building a structure: What do you want to say? 3.2 Working with blocks: Sections, paragraphs, sentences 3.3 Borrowing material: Paraphrasing, quoting, citing	15	1,2,3
4	Final Sessions: Peer reviewing	10	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	-	-	1	1	-	-	1	-	1	1
CO2	-	-	-	-	1	1	-	-	-	-	1	1
CO3	-	-	1	-	1	1	-	-	1	-	1	1
CO4	-	-	-	-	-	1	-	-	-	-	1	1
Average	-	-	0.2	-	0.7	1	-	-	0.5	-	1	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1: Introduction: The virtues of repetition

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

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of CONTENT (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of FORM (is the summary well structured, clear and effective?)

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Unit 2: Techniques for reading academic texts

- 2.1 Grasping the whole: How to get an overview
 - 2.1.2 Titles as the shortest summary of a text
 - 2.1.3 Good and bad titles
 - 2.1.4 Section headings (where present)
 - 2.1.5 Introductions and Conclusions
 - 2.1.6 Identifying important passages and sentences
- 2.2 Divide and conquer: Taking texts apart
 - 2.2.1 Beginning, middle and conclusion – stages of argument
 - 2.2.2 The architecture of arguments: main, subsidiary, minor
 - 2.2.3 Everything is not equally important: Distribution of emphasis
- 2.3 Getting outside help: Recruiting extra resources
 - 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
 - 2.3.2 Contextualising texts with quick background research
 - 2.3.3 Productive ways of asking for help from teachers/tutors

Unit 3: Techniques for writing academic prose

- 3.1 Building a structure: What do you want to say?
 - 3.1.1 Beginning, middle and conclusion – stages of argument
 - 3.1.2 The architecture of arguments: main, subsidiary, minor
 - 3.1.3 Everything is not equally important: Distribution of emphasis
- 3.2 Working with blocks: Sections, Paragraphs, Sentences
 - 3.2.1 How many sections? Job descriptions for each section
 - 3.2.2 Paragraphs as key building blocks of academic prose
 - 3.2.3 Sentences and punctuation; length, balance, continuity
- 3.3 Borrowing material: Paraphrasing, Quoting, Citing
 - 3.3.1 The difference between paraphrasing and plagiarism
 - 3.3.2 Quotations: When? Why? How?
 - 3.3.3 Citation styles
 - 3.3.4 Productive ways of asking for help from teachers/tutors

Unit 4: Final sessions: peer reviewing

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

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

Additional Readings;

1. Axelrod Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. New York: St. Martin's Press. 1991.

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2. Bailey, S. (2005). Academic Writing. London: Routledge
3. Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: University of Chicago Press, 2007
4. Creme, P. and Lea, M. (2006). Writing at University. Berkshire: Open University Press
- Dillard, A. (1995). The writing life. New York, NY: HarperPerennial
5. Fairbairn, G. and Fairbairn, S. (2010). Reading at University. Buckingham: Open University Press.
6. Graff, Gerald, (2014) "They Say / I Say"– The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company
7. Johnson, William A. et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000.
8. Shrodes, Caroline. et. al (Eds.) The Conscious Reader. New York: Macmillan, 1988. Teaching Learning Process:
9. Thomson, A. et. al. Critical Reasoning. London: Routledge. 2001 Additional Resources.

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Credit: 2; **Contact Hours:** 30; **Tutorial:** 1 Hr per week;
Lecture: 1 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: To familiarize students with the arguments of development theory in the decades of 80s onwards.

LO 2: To equip students with some of the methodology in development practices adopted since then.

Course Outcomes

CO 1: Understand different ideas of, and sociological approaches to development.

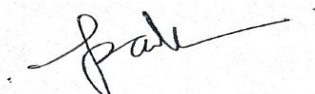
CO 2: Understanding the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas.

CO 3: Building understanding about developmental processes from introduction to theories of development.

CO 4: Understanding the implementation, consequences, and experiences of development.

Course Content

Unit No	Content	Contact Hours	CO
1	Defining Development 1.1. Development; 1.2. Underdevelopment; 1.3. Progress; 1.4. Changing conception of development; 1.5. Sustainable development; 1.6. Human development.	15	1
2	Theories of Development 2.1. Modernization (W. W Rostow); 2.2. Dependency (A. G Frank, Wallerstein); 2.3. Re-emergence of Neo-classical perspective (Growth as development and its criticism).	15	2,3
3	Indian experiences of development 3.1. From Planning Commission to Niti Aayog; 3.2. Planned development; 3.3. India's experiment with LPG.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	1	2	1	1	1	2	1	1	-	-
CO2	-	1	-	2	-	-	-	1	-	1	2	-
CO3	-	1	1	1	1	1	-	3	2	-	-	-
CO4	-	3	-	-	2	2	1	-	1	2	1	1
Average	0.25	1.75	0.50	1.25	1	1	0.50	1.50	1	1	0.75	0.25

The Mapping Level Contribution between COs-POs/PSOs are categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1: Defining Development

1. McMichael, Philip. 2000, *Development and Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
2. Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.

Unit 2: Theories of Development

2.1. Modernization (W. W Rostow)

1. Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.

2.2. Dependency (A. G Frank, Wallerstein)

1. Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>
2. Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

2.3. Re-emergence of Neo-classical perspective (Growth as development and it's criticism)

1. Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper
2. Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29
3. Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Unit 3: Indian experiences of development

3.1 Desai, A.R 1971, *Essay on Modernization*, Vol. II., Thacker: Bombay

3.2 Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,

3.3 D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.

References

1. Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay
2. Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,
- D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi
- Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

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3. Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>
4. Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.
5. McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
6. Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29
7. Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19 41 – 58.
8. Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.
9. Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30
10. Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

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IV SEMESTER

(UG Diploma)

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Credit: 4; **Contact Hours:** 60; **Tutorial:** 1
Hr per week; **Lecture:** 3 Hrs per week; **Full**
Marks: 100

Learning Objectives

LO1: To familiarize students with agrarian situations past and present with the help of necessary theories and categories.

LO2: To make sense of agrarian communities, their structures and transformations in the modern world.

LO3: To introduce students to the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance.

Course Outcomes

CO1: Develop an empathy for and ability to engage agrarian communities as living societies and understand and grasp their condition as the human condition.

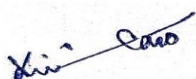
CO2: Inculcate an appreciation of the agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.

CO3: Foster an understanding of emerging as well as enduring issues of concern in the Indian agrarian scene.

CO4: Prepare students for a range of academic and professional roles that may require knowledge of agrarian societies.

Course Content

Unit No	Content	Contact Hours	CO
1	Rural Society in India 1.1 Distinctive features of Rural Society 1.2 Institutions of Village Community: Caste; Family and Jajmani system	15	3
2	Rural Agrarian Societies 1.1 Agrarian Societies: Agrarian class structure 1.2 Social Consequences of Land Reforms 1.3 Changing Dimensions of rural social structure	15	1
3	Themes in Rural & Agrarian Sociology 2.1 Labor and Agrarian Class Structure 2.2 Markets, Land Reforms and Green Revolution 2.3 Agrarian Movements 2.4 Caste, Gender and Agrarian Realities	15	2,4




4	Agrarian Futures 4.1 Rural Poverty 4.2 Agrarian Crisis & Unrest: Peasant Suicides 4.3 Contemporary Peasant Movements in India	15	3
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	3	1	2	3	3	2	-	2	2	2	-
CO2	1	3	3	2	3	3	3	1	2	3	3	-
CO3	-	2	3	2	3	3	2	1	2	2	2	-
CO4	-	2	3	2	2	1	3	-	2	2	2	-
Average	0.2	2.5	2.5	2	2.7	2.2	2.5	0.5	2	2.2	2.2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Baker, Christopher J. 'Frogs and Farmers: The Green Revolution in India, and its Murky Past' from, Tim P. Bayliss-Smith and SudhirWanmali (Ed.) Understanding Green Revolutions: Agrarian Change and Development Planning in South Asia, Cambridge: Cambridge University Press. 1984. Pp. 37-51
2. 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
3. Beteille, Andre. 'The Study of Agrarian Systems: An Anthropological Approach', from Marxism and Class Analysis, New Delhi: Oxford. 2007. Pp. 84-93
4. 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
5. Desai, A. R. 1979. Rural India in Transition, Bombay: Popular Prakashan.
6. Dhanagare, D. N. 1988. Peasant Movements in India, New Delhi: Oxford University Press.
7. 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.
8. Dube, S. C. 1955. India's Changing Villages, London: Routledge and Kegan Paul.
9. Joshi, P. C. 1976. Land Reforms in India: Trends and Perspectives, Bombay: Allied Publishers
10. Dumont, Rene. 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) Peasants and Peasant Societies, Harmondsworth: Penguin. 1971. Pp. 141-149
11. 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
12. Friedland, William. 1984. "Commodity Systems Analysis: An Approach to the Sociology of Agriculture". Research in Rural Sociology and Development 1: 221-235
13. Habib, Irfan. 'The Peasant in Indian History' from, Essays in Indian History: Towards a Marxist Perception, New Delhi: Tuika, 1995. Pp. 109-160
14. Hardiman, David. 'Farming the Forest: The Dangs 1830-1992', from Histories of the Subordinated, London: Seagull, 2007. Pp. 362-389.
15. Harriss, John. 'The Process of Production and the Development of Agrarian Capitalism' from Capitalism and Peasant Farming: Agrarian Structure and Ideology in North Tamil Nadu, Delhi: Oxford University Press, 1982. Pp. 149-210

16. 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
17. Hobsbawm, E. J. 'Peasants and Politics', The Journal of Peasant Studies, Vol. 1, No. 1, October 1973, 3–20
18. Jackson, Cecile. 'Gender Analysis of Land: Beyond Land Rights for Women?', Journal of Agrarian Change, Volume 3 (4) (October, 2003) Pp. 453-478.
19. Mazoyer, Marcel and Laurence Eroudart. 'Introduction', From, A History of World Agriculture: From Neolithic Age to the Current Crisis, New York: Monthly Review Press. 2008.
20. 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
21. 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
22. Patel, S. J. 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) Worlds of Rural Labourer in Colonial India, Delhi: Oxford University Press. 1992. Pp. 47-74
23. '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
24. 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

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Credit: 4; Contact Hours: 60; Tutorial: 1
Hr per week; Lecture: 3 Hrs per week; Full
Marks: 100

Learning Objectives

LO 1: Introduce students to the Sociological Studies of social inequalities and differentiations.

LO 2: Acquaint students with principles of theoretical perspectives on diverse forms of social inequalities in articulation with each other.

Course outcomes

CO 1: Students will learn about the socio-historical context of stratification, problems and contemporary issues related to inequalities and their forms.

CO 2: Comprehend different forms of social inequalities and basis of social stratification.

CO 3: Sensitize students to various sociological aspects of social stratification providing ample scope for applied learning and application.

CO 4: Examining forms of stratification in context of caste, race and ethnic identities in the contemporary world.

Course Content

Unit No	Content	Contact Hours	CO
1	Introducing Stratification 1.1 Meaning, concepts 1.2 Types of stratification	15	1,2
2	Theories of Stratification 2.1. Functionalist perspective 2.2. Conflict perspective 2.3. Post-Modernist perspective	15	3
3	Identities and Inequalities 3.1. Caste, Race and Ethnicity 3.2. Tribe, Clan and Kinship 3.2. Feminism and Gendered Stratification	15	4
4	Social Mobility: 4.1. Forms and Patterns 4.2. Factors of social mobility	15	4

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RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	2	3	3	2	3	2	3	3
CO2	3	3	2	3	3	3	3	1	3	2	3	3
CO3	3	1	2	2	3	3	2	-	3	2	2	2
CO4	3	1	3	2	2	3	1	3	2	1	2	3
Average	3	2	2.5	2.5	2.5	3	2.2	1.5	2.7	1.7	2.5	2.7

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1. Introducing Stratification

1. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
2. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

Unit 2. Theories of Stratification

2.1. Marx, Weber and Class

1. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
2. 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
3. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr. 1974), pp. 149-161

2.2. Functionalism

1. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
2. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394
3. 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
4. Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782
5. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808

Unit 3. Identities and Inequalities

3.1. Caste, Race and Ethnicity

1. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
2. 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
3. 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
4. Pitt-Rivers, J Julian 'Race Colour and Class in Central America and the Andes' Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

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3.2. Feminism and Gendered Stratification

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

Unit 4. Social Mobility: Forms and Patterns

1. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
2. Goldthorpe, J. The constant flux; A study of class Mobility in Industrial societies. Oxford; Clarendon press.

Additional Readings

1. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944
2. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
3. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
4. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
5. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
6. Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of Analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45
7. 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
8. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
9. Goldthorpe, J. H., The constant flux; A study of class Mobility in Industrial societies. Oxford; Clarendon Press.
10. 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
11. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
12. Mitchell, Juliet. Woman's Estate. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
13. 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
14. Pitt-Rivers, Julian 'Race Colour and Class in Central America and the Andes' Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559
15. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
16. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
17. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394

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RGU-CF-UG-SOC: 2023-24

18. 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
19. Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

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SOC-001-CC-2230: SOCIOLOGY OF SOCIAL MOVEMENTS

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: The course seeks to introduce students to one of the most urgent and prolific areas of sociological research that has a direct bearing on the course of social, political, cultural and economic changes. It explores how, when and why groups mobilize with what results.

LO2: This course is designed to equip students with diverse disciplinary training to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.

Course Outcomes

CO1: At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.

CO2: Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as a social movement from other cognate political phenomena.

CO3: Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

CO4: Discuss and ask questions about social movement theories and methodologies with insight and precision.

Unit No	Content	Contact Hours	CO
1	Making of Social Movement 1.1 Injustice, Dissent and, Protest 1.2 Typology: Regressive movements; revolutionary movements reactionary movements; reformatory movements; transformative movements; millenarian movements; expressive movements 1.3 Redressal and Negotiation	15	1
2	Theoretical Perspective 2.1 Marxist Theory and Alienation 2.2 Liberal Theory and Relative-Deprivation 2.3 Post Marxist – Resource Mobilization and Contemporary debate	15	1,2

3	Social Movements 3.1 Tribal movements: Bodo Movement; Birsa Munda movement, Jharkhand movement 3.2 Backward Class Movement: Self-respect movement; SNDP movement, Satyashodak Samaj 3.3 Peasant Movements: Peasant Movements in colonial and post-colonial movement 3.4 New Social Movements and Identity: Women's Movement Environmental movement; Dalit movements; Anti-corruption movements; New Farmers Movement	20	1,2,3
4	Social Impacts of Social Movement 3.1 Transformation and Social Change 3.2 Social Legislation and Policy	10	1,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	1	2	2	1	1	1	2	1	1	1	1
CO2	2	2	1	2	2	2	-	1	1	-	-	1
CO3	1	1	1	1	-	-	1	1	1	1	-	1
CO4	-	-	-	1	1	1	-	-	-	-	-	1
Average	1.25	1.25	1	1.5	1	1	0.5	1	0.75	0.5	0.25	1

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Banks, J. A. 1972. The Sociology of Social Movements. London: Macmillan.
2. Brass, T. 1995. New Farmers' Movements in India. London and Portland or Frank Cass.
3. Buchler, S. M. 2000. Social Movements in Advanced Capitalism. Oxford: Oxford University Press.
4. Dhanagare, D. N. 1983. Peasant Movements in Indian 1920-1950. New Delhi: Oxford University Press.
5. Dwivedi, Ranjit. 2010. Parks, People and Protest: The Mediating Role of Environmental Action Groups", in T. K. Oommen, ed., *Social Movements: Concerns of Equity and Security*. Delhi: Oxford University Press, pp. 297-316.
6. Earl, Jennifer, Jayson Hunt, R. Kelly Garrett & Aysenur Dal. 2015. 'New Technologies and Social Movements', in Donatella Della Porta & Mario Diani (eds) *The Oxford Handbook of Social Movements*, Oxford: Oxford University Press, p. 355-366
7. Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7

8. Guha, R. 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
9. Menon, N. (Ed.). 1999. *Gender and Politics in India*. Delhi: Oxford University Press.
10. Mukherjee, P. N. 1977. 'Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework', *Sociological Bulletin*, Vol. 26, No. 1, pp. 38-59.
11. Oommen, T. K. 2004. *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications.
12. Omvedt, G. 1994. *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage.
13. Oommen, T.K. (ed.). 2010. *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press. pp: 1-44.
14. Oommen, T. K. (Ed.). 2010. *Social Movement: Vol. I & II*. New Delhi: Oxford University Press.
15. Rao, M. S. A. 1979. *Social Movements and Social Transformation*. Delhi: Macmillan.
16. Rao, M. S. A. 1979. *Social Movements in India*. New Delhi: Manohar.
17. Scott, A. 1990. *Ideology and New Social Movements*. London: Routledge.
18. Scott, J. 1976. *The Moral Economy of Peasants: Rebellion and Resistance in South Asia*. New Haven and London: Yale University Press.
19. Shah, Ghanshyam. 2004. *Social Movements in India: A review of Literature*. New Delhi: Sage Publications.
20. Singh, K. S. 1982. *Tribal Movements in India*. New Delhi: Manohar.
21. Singha Roy, D. 2004. *Peasant Movement in Post-Colonial India*. New Delhi: Sage Publications.
22. Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51
23. Wolf, E. 1966. *Peasant Wars in the Twentieth Century*. New Jersey: Prentice Hall.
24. Zelliott, E. 1995. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

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RGU-CF-UG-SOC: 2023-24
SEMESTER IV
SOC-001-CC-2240: MEDIA AND SOCIETY

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week;
Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: This course focuses on understanding the concept of media, its types, significance, and interrelationship of the state and media.

LO 2: It aims to understand the various methodologies employed for media studies.

Course Outcomes

CO1: The students will be able to grasp the basic concepts, major theories and debates of media, its types, significance and the interrelationship between the state and media.

CO2: Understanding the various methodologies and approaches employed for media studies and gain an understanding of the social impact of the media and how it shapes socio-political reality.

CO 3: Achieve knowledge of different sociological approaches to the study the role of media in society.

CO 4: Understand, explain and critically reflect on current events and developments related to the media.

Course Content

Unit No	Content	Contact Hours	CO
1	Concept of Media 1.1 Concepts - Media, Communication 1.2 Social History of Media, State and Media in India 1.3 Traditional and New Media – Press, Film, Radio and Television, Digital platforms, Social Media	15	1
2	Methodology for the Study of Media 2.1 Ideology, Discourse and Hegemony 2.2 Discourse Analysis, Textual Analysis	15	2
3	Approaches to the Study of Media 3.1 Functionalism – Denis McQuail 3.2 Cultural Industry Approach - Max Horkheimer and Theodor W. Adorno 3.3 Public Sphere – Jurgen Habermas 3.4 The World of HyperReality - Jean Baudrillard	15	3
4	Social Impact of Media 4.1 Construction of Political Reality 4.2 Construction of Subjectivities 4.3 New Media and Alternative Identities 4.4 Media and Inequality- Digital Divide	15	4

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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	2	1	3	3	-	3	-	2	2	-
CO2	-	2	2	1	3	3	2	2	-	2	2	-
CO3	1	2	2	2	2	3	-	2	2	2	2	-
CO4	3	1	2	-	3	3	2	3	2	2	3	-
Average	1	1.2	2	1	2.7	3	1	2.5	1	2	2.2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings:

1. Appadurai, A. 1986. The Social Life of Things: Commodities in Cultural Perspective, Cambridge University Press
2. Arato, A. and E. Gebhardt. 1988. The Essential Frankfurt School Reader. New York: The Continuum Publishing Company.
3. Benjamin, W. 1969. The Work of Art in the Age of Mechanical Reproduction. Illuminations. New York; Schocken Books.
4. Butcher Melissa: Transnational Television. Cultural Identity and change; Sage, N. Delhi, 2003. Page nos. 49-87; 111-180.
5. Barthes, Roland. Mythologies. Hill and Wang, 1972
6. Desai, A.R. 1948. The Role of the Press in the Development of Indian Nationalism. In Social Background of Indian Nationalism. Bombay: Popular Prakashan.
7. Hall, S. (1980) „Cultural Studies: Two Paradigms“, Media, Culture and Society 2, 57-72
8. Herman, Edward S. and Chomsky, Noam. 1988. Manufacturing Consent: The Political Economy of Mass Media, Pantheon Books.
9. Hodgkinson Paul: Media, Culture and Society, Sage Publications, 2011. Page Nos. 1-15; 60-81; 103-126
10. Jeffrey, Robin. 2000. India's Newspaper Revolution. Capitalism, Politics and the Indian Language, NY: St. Martin's Press.
11. John Corner, Dick Pels eds. 2000. Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism. London: Sage.
12. Kohli, V. The Indian Media Business. London: Sage, 2003.
13. Nandy A.(Ed.): The Secret Politics of Our Desires, Oxford University Press, New Delhi, 1995 (Introduction)
14. NiranjanaTejaswini (et al): Interrogating Modernity, Seagull, Calcutta, 1995.(Introduction)
15. O'Shaughnessy Michael: Media and Society- An Introduction, OUP, Australia, 1999. Page nos.1-52,63- 69.155-14
16. Rajgopal Arvind: Politics of Television, Cambridge University Press, UK, 2000.
17. Rajiva, Lila. 2005. The Language of Empire: Abu Gharib and the American Media. Monthly Review Press.
18. Williams, R. 1962. Communications. Penguin: Harmondsworth.

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SOC-001-MC-2210: SOCIOLOGY OF WORK AND INDUSTRY

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: It aims to offer a thorough grasp of the sociological dimensions related to work and industry, encompassing various aspects such as production systems and labour practices within wider social frameworks.

LO 2: It delves into the dynamics of industry, including examining relationships, conflicts, and strategies for resolution. Additionally, the course explores sociological viewpoints on work and management, along with concepts and models in human resource management.

Course outcomes

CO 1: This course aims to equip students with a comprehensive understanding of sociological perspectives on work and industry, covering topics such as production systems, industrial dynamics, and human resource management.

CO 2: By exploring concepts like emotional labour and industrial relations, students will develop insights into the social dimensions of work.

CO 3: Students will also gain knowledge of different approaches to industrial management and organizational behavior.

CO 4: Ultimately, students will emerge with a nuanced understanding of the complexities surrounding work, industry, and organizational dynamics.

Course Content

Unit No	Content	Contact Hours	CO
1	Work and Industry 1.1 Work – Paid and Unpaid work, Sociological significance of work 1.2 Development of work- Pre-industrial work, putting out system, Guild system, Factory based work 1.3 Industry, Industrialization and Industrialism 1.4 Emerging Trends in Work – Knowledge-oriented work, Emotional labor, Flexible labor, Post-Fordism	15	1,3
2	Industrial Relations & Industrial Conflict 2.1 Nature of Industrial Relations, Need and Significance 2.2 Industrial Disputes – Prevention and Settlement, Nature & Forms, Trade Unionism 2.3 Collective Bargaining and Workers Participation, CSR	15	2
3	Theoretical Perspectives on Work 3.1 Classical Approaches in Studying Work 3.2 Surplus Value and Alienation – Karl Marx 3.3 Bureaucracy, Types of Authority – Max Weber 3.4 Division of labor, Types of Solidarity – Emile Durkheim	15	1

4	Contemporary Theories of Work Organization 4.1 Technical – Scientific Management of E.B Taylor 4.2 Human Relations - Elton Mayo 4.3 Feminist and Postmodern Perspective	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	2	3	3	-	2	2	-
CO2	2	-	3	3	3	2	2	3	3	2	2	-
CO3	-	-	3	-	2	2	-	2	2	-	2	-
CO4	1	1	3	1	2	2	-	1	2	1	2	-
Average	1.5	0.7	3	1.5	2.5	2	1.2	2.2	1.7	1.2	2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Arora, Monal, Industrial Relations, Excel Books, New Delhi, 2005
2. Abraham & Morgan "Sociological thought, MacMillian India, 2000.
3. Antony Giddens, "Sociology" – Polity Press, Cambridge, 2007.
4. Bathy J "Industrial Administration and Management"
5. Bratton John "Work and organizational behavior, MacMillian, 2008.
6. Davis Keith "Human behavior at work", Tata McGraw Hill, 1983.
7. Eugene V. Schneider – "Industrial Sociology. McGraw Hill Publishing Company 1979.
8. Friedman Georges "The Anatomy of work" The Free Press New York, 1961.
9. Joseph, Jerome, Industrial Relations, Global Business Press, New Delhi, 1995
10. Krishna, K L, Uma Kapila – Readings in Indian Agriculture and Industry – Academic Foundation, New Delhi, 2009.
11. Lewis Loser, "Masters of Sociological thought", Rawat publishers, Jaipur, 1996.
12. Mamoria C.B. "Dynamics of Industrial Relations in India"- Kitab Mahal Agencies, New Delhi, 1998.
13. Margaret. L. Anderson, Howard.F. Taylor – Sociology Understanding a Diverse Society – Thomson Learning, Belmont, 2002.
14. Miller, Delbert C and Form. H. William "Industrial sociology – The sociology of work organization", Harper & Row publishers, 1964.
15. Punekar, Deodhar and San Karan "Labour welfare, Trade unionism and Industrial relations.
16. Parker, Brown, Child and Smith "The Sociology of Industry".
17. Pascual Gisbert J. "Fundamentals of Industrial sociology, Tata Mcgraw Hill Publishing Limited 1962.
18. Shukla, M C, "Business organization and Management". Tyagi B.P, "Labour Economics and Social had to Welfare"

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V SEMESTER

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Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: The course aims to acquaint students with vital issues and dimensions of the complex society of North-East India.

LO 2: To provide students with a comprehensive understanding of facts and figures about the nature and structure of the region's historical trajectories.

Course Outcomes

CO 1: This paper will help the students to understand the social, cultural, political and economic background of the North-east region. The students will be able to conceptualize and understand the various issues about this region.

CO 2: The course will help students to critically analyze and understand the genesis of problems in the region and will enable students to suggest viable measures to address/redress the issues and problems for all-around, inclusive development and change in Northeast society.

CO 3: Examine the traditional economic practices, the constitutional vision for development in the Northeast Region (NER), emerging development paradigms, and the issues of identity, ethnicity, and socio-cultural changes that influence the region's development politics.

CO 4: Explore the strategic location of Northeast India in relation to its neighboring countries, issues related to migration across borders, the shared history with bordering nations, and the implications of India's Look (Act) East Policy on the region.

Course Content

Unit No	Content	Contact Hours	CO
1	Conceptualizing Northeast India 1.1 Introduction 1.2 History: Written and Oral Traditions, Myths and Legends 1.3 Culture: Religious practices, Languages, Festivals 1.4 Polity: State formation, Chieftainship, Colonial interventions.	15	1
2	Northeast India after Independence 2.1 Sixth Schedule to the Constitution and Autonomy Provisions; 2.2 Reorganization and Movements for Self Determination: (Naga Movement, Bodo Movement, Mizo Movement)	15	1,2
3	Developmental Politics in Northeast India 3.1 Traditional Economic Practices and Challenges 3.2 Constitutional Vision of Development of NER 3.3 Emerging Paradigms of Development 3.4. Issues of identity, ethnic issues, and issues related to socio-cultural changes.	15	1,2,3

4	North East India and Neighbouring Countries 4.1 Borders of Northeast India and Migration across Borders and issues of strategic location of NE India 4.2 Shared History of Northeast India with bordering countries 4.3 Look (Act) East Policy and Northeast India	15	1,2,4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	1	1	1	2	1	1	2	2	1	1
CO2	-	-	1	1	1	1	1	1	2	1	1	1
CO3	-	-	1	1	1	1	1	-	1	1	1	-
CO4	-	-	-	1	-	-	-	-	1	-	-	-
Average	-	-	0.75	1	0.75	1	0.75	0.5	1.5	1	0.75	0.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Ao, Lanunungsang A. 2002. From Phizo to Muivah: the Naga national question in north-east India. New Delhi: Mittal Publications.
2. Baruah A K. 1997. Reorganization of Composite Assam and Linguistic Chauvinism of Asomiyas. Proceedings of the NEIHA, Aizawl Session, Shillong.
3. Baruah Apurba K. 2003. Tribal Traditions and crises of Governance in North East India, With Special Reference to Meghalaya. Destine, LSE, London: Cabridge University Press.
4. Baruah, A. K. 2002. Student Power in NE India: Understanding Student Movements. New Delhi: Regency Publications.
5. Baruah, Kanak Lal. 1973. Studies in the Early History of Assam. Jorhat: Kanaklal Baruah Birth Centenary Committee [on behalf of] Asam Sahitya Sabha.
6. Baruah, Sanjib. 2004. Between South and Southeast Asia: Northeast India and Look East Policy (Ceniseas Paper 4). Guwahati: Centre for Northeast India, South and Southeast Asia Studies, Omeo Kumar Das Institute of Social Change and Development.
7. Baruah, Sanjib. 2009. (ed). Beyond Counter-insurgency: Breaking the Impasse in Northeast India. New Delhi: Oxford University Press
8. Brara, N. Vijaylakshmi. 1998. Politics, society and cosmology in India's north east. Delhi: Oxford University Press.
9. Chatterjee, Suhas. 1994. Making of Mizoram: role of Laldenga. Volumes 1 & 2. New Delhi: M.D. Publications.
10. Datta, P.S. 1995. (ed.) North east and the Indian state: paradoxes of a periphery. New Delhi: Vikas Publishing House.
11. Elwin, Verrier. 1964. A Philosophy for NEFA. Itanagar: P.C. Dutta On Behalf of Arunachal Pradesh.

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12. Ganguli, J B. 2006. An Economic History of Northeast India: 1826-1947. New Delhi: Akansha Publishing House.
13. Ghurye, Gobind Sadashiv. 1980. The Burning Caldron of Northeast India. New Delhi: Popular Prakashan.
14. Guha, A. 1991. Medieval and Early Colonial Assam: Society, Polity, Economy. Kolkata: K.P Bagchi & Company.
15. Guha, A. 2006. Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947. New Delhi: Tulika Books.
16. Gunnell, C. 2013. Founding an Empire on India's North-Eastern Frontiers, 1790 – 1840: Climate, Commerce, Polity. New Delhi: Oxford University Press.
17. Hassan, M. S. 2008. Building Legitimacy: Exploring State-Society Relations in Northeast India. New Delhi: Oxford University Press.
18. Lintner, B. 2012. Great Game East: India, China and the struggle for Asia's most volatile frontier, Noida: Harper Collins.
19. Lintner, Bertil. 1996. Land of jade: a journey from India through northern Burma to China. Bangkok: White Orchid Press.
20. Ludden, David. 2004. Where is Assam? Using Geographical History to Locate Current Social Realities (Ceniseas Paper 1). Guwahati: Centre for Northeast India, South and Southeast Asian Studies, Omeo Kumar Das Institute of Social Change and Development.
21. Ministry for Development of Northeast India. 2008. Northeastern Region: Vision 2020. Shillong: Northeastern Council.
22. Misra, B.P. 1976. Socio-economic Adjustments of Tribals: Case-study of Tripura Jhumias. New Delhi: Peoples Publishing House.
23. Prabhakara, MS. 2011. Looking Back into the Future: Identity and Insurgency in Northeast India. Routledge: New Delhi.
24. Scott, James C. 2010. The Art of Not Being Governed: An anarchist History of Upland Southeast Asia. New Delhi: Orient Blackswan.
25. Sharma Manorama. 2004. Critically Assessing Traditions: The Case of Meghalaya. London: Destine, LSE Cambridge University Press.

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SOC-001-CC-3120: SOCIAL PATHOLOGY

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week;
Lecture: 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: This course aims to analyze pathological issues, delineate various crimes, understand their underlying causes, and explore effective methods of correction.

LO 2: This will enable students to analyze social issues critically and contribute to positive societal change through informed action

Course Outcomes

CO 1: Gain insight into social disorganization, maladjustments, and organization within society, understanding their complexities.

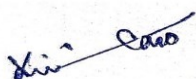
CO 2: Explore the intricate structures of society and the inherent challenges they pose to individuals and communities.

CO 3: Develop analytical skills to identify and address pathological issues affecting children and propose effective solutions.

CO 4: Cultivate a nuanced understanding of societal dynamics to contribute to the creation of safer and healthier communities. Acquire the ability to analyze social issues critically and contribute to positive societal change through informed action

Course Content

Unit No	Content	Contact Hours	CO
1	Understanding Social Pathology and Crime 1.1 Social Pathology and Social Problems- Meaning, Importance of Study 1.2 Theoretical Perspectives of Social Problems – Structural - Functionalist, Conflict, Symbolic Interactionism 1.3 Crime and Criminal- Definition, Characteristics, Types 1.4 Correction of Criminals- Imprisonment, Probation, Parole	10	1
2	Social Pathology and Children 2.1 Juvenile Delinquency - Meaning, Characteristics, Types and Factors 2.2 Remedies for Juvenile Delinquency- Preventive Measures, Methods and Institutions of Rehabilitation 2.3 Child Abuse- Physical, Sexual, Emotional: Causes and Effects 2.4 Preventive measures, POCSO	15	2




3	Crime Against women 3.1 Violence against Women- Eve-Teasing, Sexual Harassment, Rape, Women Trafficking, Abduction, Domestic Violence, Acid attack, Cyber Crime 3.2 Female Foeticide, Murder, Honour Killing, Dowry Deaths, Acid Attacks 3.3 Magnitude of Crime against women in India 3.4 Remedial measures and Legal protection	15	3
4	Substance Abuse and Terrorism 4.1 Drug Abuse - Types of drugs and their impacts (Sedatives, Stimulants, Narcotics, Hallucinogens, Nicotine) 4.2 Extent and Nature of Drug Abuse in India, Controlling Measures and Rehabilitation 4.3 Terrorism- Characteristics and objectives, Changing Trends 4.4 Prevention strategies TADA, POTA, NIA 4.5 Cyber Terrorism	20	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	1	1	1	1	1	2	2	2	2
CO3	1	1	1	1	1	1	1	1	1	1	1	1
CO4	2	2	2	2	2	2	1	1	1	1	2	2
Average	2	2	2	1.75	1.75	1.75	1.25	1.25	1.75	1.75	2	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings

1. Ahuja Ram, "Social problems in India", Rawat publications, 1997
2. Barnes and Teeters "New Horizons in Criminology, Prentice Hall Inc, New York, pp – 119207.
3. Divya Bhardwaj "Child Abuse", Mohit publications 2006.2.
4. Elliott Mabel A, "Crime in modern society", New York, Harper and Bros.
5. Healy and Bronner "New Light on Delinquency and its treatment.
6. Jacob John Kattakayam and James Vadackamcherry, "Crime and Society, Current issues and Trends", A.P.H Publishing Corporation, New Delhi, 1999.
7. James Vadackumcherry, "Criminology and penology, Kairali books International, Kerala, 1983.
8. Johnson Elmer Habert "Crime correction and society, Home wood III, The Dorsey press 1968.
9. Jehangir M.J. Sethna "Society and the criminal", N.M. TripathiPvt. Ltd, 1980.
10. Mamoria, C B, Social Problems and Social Disorganizations in India
11. Madan, G R, Indian Social Problems, Vol. II, Second Edition, Allied Publishers, 1973
12. Neumeyer H. Martin "Juvenile. Delinquency in modern society, D-Van Nostrand company, 1968.

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13. Ram Ahuja, Criminology, Rawat publications 2006
14. Shenoy M– Domestic Violence – Anubhav Publishing Company, Allahabad, 2009.
15. Sharma R.N – “Indian social problems”, Media promoters and publishers, 1982, P 169- 200
16. Shalini Singh – Post Modern Sociological Theory – Anubhav Publishing Company, Allahabad, 2007.
17. Walter C – Reckless “The Crime problem, New York, Appleton-Century, 1967
18. Yadav C P, “Encyclopaedia of women problems and their remedies”. Institute for sustainable development and Anmol publications, New Delhi – 2007. PP-313.

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SEMESTER V
SOC-001-CC-3130: RESEARCH METHODS II

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: The course provides a comprehensive engagement with social research with the thrust of the course on empirical reasoning, understanding and analysis of social reality,

LO 2: The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

Course Outcomes

CO 1: Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Knowledge of elementary statistics is provided to the students to acquaint with quantification of data.

CO 2: Familiarize students with the different stages of the research process like creation of research design, methods of data collection and analysis of quantitative and qualitative data.

CO 3: Acquire the ability to present data using graphical and diagrammatic methods (e.g., bar diagrams, pie charts, histograms) and understand key statistical measures including central tendency (mean, median, and mode) and measures of dispersion (standard deviation, variance, and covariance).

CO 4: By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organization.

Unit No	Content	Contact Hours	CO
1	Doing Social Research 1.1 The Process of Social Research 1.2 Hypothesis 1.3 Field (Issues and Context)	20	1,4
2	Methods of Data Collection 2.1 Quantitative and Qualitative Methods 2.2 Sampling 2.3 Survey Methods 2.4 Questionnaire and Interview 2.5 Observation: Participant and non-participant	20	2,4

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3	Statistical Methods 3.1 Overview of Statistics in Sociology 3.2 Graphical and Diagrammatic Presentation of Data (Bar diagram, 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)	20	3,4
4	Research Projects		4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	-	1	1	3	3	1	-	1	2	2	3
CO2	-	-	1	2	3	3	1	1	2	1	1	3
CO3	-	-	-	-	3	2	-	-	-	-	-	1
CO4	1	1	-	1	2	3	1	1	1	-	-	1
Average	0.5	0.25	0.5	1	2.75	2.75	0.75	0.5	1	0.75	0.75	2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Unit 1: Doing Social Research

1.1 The Process of Social Research

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

1.2 Concepts and Hypothesis

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

1.3 Field (Issues and Contexts)

1. Gupta, Akhil and James Ferguson. 1997. Anthropological Locations. Berkeley: University of California Press. Pp.1-46.
2. Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, New Delhi: OUP, Introduction Pp. 114.

Unit 2: Methods of Data Collection

2.1 Survey Methods of Data Collection

1. 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.

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

2.2 Observation: Participant and non-participant

1. 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.
2. Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.

Unit 3: Statistical Methods

3.1 Overview of Statistics in Sociology

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

3.2 Graphical and Diagrammatic presentation of data

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

3.3 Measures of Central Tendency

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

3.4 Measures of Dispersion

1. Gupta, S. P. (2007). Elementary Statistical Methods. Sultan Chand & Sons. Pp. 263-277.

Unit 4: Research Projects

No Specific readings for this section. Research Projects at the discretion of the teacher.

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.

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Credit: 2; Contact Hours: 30; Tutorial: 1 Hr per week;
Lecture: 1 Hrs per week; Full Marks: 100

Learning Objectives

LO1: To provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, and socio- cultural challenges faced by them.

LO 2: Focus on understanding the interrelationship between tribe and traditional knowledge.

LO 3: To provide a comprehensive understanding of the key concepts relating to traditional knowledge and issues related to intellectual property rights and address on-going debates about the relevance of traditional ecological knowledge.

Course Outcomes

CO 1: Develop an understanding of the cultural and demographic diversity of tribal population in India.

CO 2: Understand the tribal population; their social structures, cultural patterns and issues and challenges.

CO 3: Understand the concept of Traditional knowledge and its relation to tribal people.

CO 4: Comprehend the need to protect traditional knowledge and current legal frameworks

Course Content

Unit No	Content	Contact Hours	CO
1	Conceptualizing Tribe 1.1 Defining Tribe 1.2 Demographic profile: habitat, distribution and concentration of tribal people 1.3 Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, settled agriculturists and artisans	6	1
2	Tribal Issues 2.1 Indigeneity and contestations 2.2 Contact with other tribal and non- tribal groups 2.3 Ethnicity 2.4 Influence of Hindu and Christian Religious groups 2.5 Forced displacement	8	2

3	Tribes and Traditional Knowledge 3.1 Meaning, nature and characteristics, scope and importance and kinds of traditional knowledge, Social and Ecological contexts in which traditional knowledge develops 3.2 Traditional Knowledge and Tribes 3.4 Oral Histories and Cultural Identity 3.5 Indigenous Knowledge (IK); characteristics, traditional knowledge vis-à-vis indigenous knowledge, traditional knowledge Vs western knowledge traditional knowledge vis-à-vis formal knowledge	8	3
4	Traditional knowledge and intellectual property 4.1 Need and significance of TK Protection, the value of TK in the global economy, Role of Government in harnessing TK 4.2 Systems of traditional knowledge protection, Legal concepts for the protection of traditional knowledge, certain non-IPR mechanisms of traditional knowledge protection 4.3 Patents and traditional knowledge, Strategies to increase protection of traditional knowledge, global legal FORA for increasing protection of Indian Traditional Knowledge	8	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	3	2	3	3	3	3	2	2	2	-
CO2	2	3	3	2	3	3	3	3	2	2	2	-
CO3	2	3	3	2	3	3	3	3	1	2	1	-
CO4	2	3	3	2	3	3	3	3	1	2	2	-
Average	2	3	3	2	3	3	3	3	1.5	2	1.75	-

he Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings

1. Agrawal, A. (1995). Dismantling the divide between indigenous and scientific knowledge. *Development and Change*, 26(3), 413-439
2. Baindur, Meera. *Nature in Indian Philosophy and Cultural Traditions*. New York, United States, Springer Publishing, 2016. Chapter 1 (1.10, 1.11, 1.12), Chapter 3 (3.1, 3.4, 3.5, 3.6, 3.7), Chapters 4, 9, 10, & 11
3. Berkes, Fikret. *Sacred Ecology*. 4th ed., Routledge, 2017. Chapters 1, 2, & 3
4. Brears, Robert. *Nature-Based Solutions to 21st Century Challenges*. 1st ed., Routledge, 2020

5. Bhowmik K. L. 1971. Tribal India: A Profile in Indian Ethnology. The World Press; Calcutta Channa, Subhadra (ed.) 2002. Christianity and Tribal Religion. Cosmo: New Delh
6. Bose, Nirmal Kumar 1971. Tribal Life in India. National Book Trust: New Delhi
7. Dube, S.C. (ed.) 1977. Tribal Heritage of India. (Volume 1). Vikas: New Delhi
8. Elwin, Verrier 1968. Myths of the North-East Frontier of India. North-East Frontier Agency: Shillong
9. Fernandes, Walter 1998. Development-induced Displacement in Eastern India. In S.C. Dube (Ed). Antiquity and Modernity In Tribal Area: Vol.1: Continuity and Change Among the Tribals. Inter-India Publishers: New Delhi
10. Ghurye, G.S. 1983. The Scheduled Tribes. Popular Book Depot: Bomba
11. Sarkar, Jayanta and Jyotirmoy Chakrobarty 2003. Transition, Change and Transformation: Impacting the Tribes in India. Anthropological Survey of India: Kolkata
12. Singh, Amarkumar and Jabbi, M.K. 1996. Status of Tribals in India, Health, Education and Employment. Har Anand Publications: New Delhi
13. Von Fürer-Haimendorf, C. 1982. Tribes in India: The Struggle for Survival Oxford Univ. Press: Delhi
14. Von Fürer-Haimendorf, C. 1983. Modern Development and Traditional Ideology among Tribal Societies. Ethnographic and Folk Culture Society: Lucknow.

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RGU-CF-UG-SOC: 2023-24
SEMESTER V
SOC-001-MC-3110: LIFE SKILL EDUCATION

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr
per week; Lecture: 3 Hrs per week; Full Marks:
100

Learning Objectives

LO 1: This course highlights the importance of life skills in personality development.

LO 2: It will develop students' abilities to make informed career choices and enhance their knowledge and aptitude

Course Outcomes

CO 1: Explore diverse career opportunities and develop decision-making skills for informed career choices. Understand the definition and components of life skills; recognize their importance, and develop the ability to enhance personality through life skill training.

CO 2: Acquire self-management skills necessary for effective time management, goal setting, and personal organization. Learn the principles of career planning, the importance of career guidance, and how to effectively utilize guidance centers, job fairs, and career information sources. Gain skills in preparing a resume and effective follow-up communication.

CO 3: Develop a holistic approach to learning and personal growth, integrating life skills into every day practices for improved well-being and success. Develop self-awareness, self-esteem, and self-control. Learn to manage emotions, cope with stress, conduct SWOC analysis, and practice conflict resolution, positive thinking, and assertiveness.

CO 4: Acquire proficiency in verbal and non-verbal communication, interpersonal and intrapersonal communication, and public speaking. Learn to navigate interviews and group discussions, and leverage electronic media for communication and learning. Understand barriers to communication and how to overcome them.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Life Skill Education 1.1 Definition of Life skills, Components of life skills- Need for Life skill training 1.2 Life Skill Development and Personality	10	1
2	Career Planning 2.1 Career, Choosing a Career, Career Planning, Need and Importance of Career Guidance 2.2 Guidance Centres - Sources of Career Information, Job Fair, Career Magazines, Computerized Job Search 2.3 Applying for a Job: Preparation of Resume, Follow-up Communication.	10	2

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3	Self-Management 3.1 Self-esteem, Self-Awareness, Self-Control, Emotional Quotient and Social Quotient, SWOC Analysis 3.2 Coping with Emotions, Stress and Strain 3.3 Conflict resolution, Steps and stages 3.4 Developing Positive Thinking and Assertiveness	20	3
4	Communication Skills 4.1 Verbal and Non-Verbal Communication, Effective interpersonal and intrapersonal communication 4.2 Public Speaking, Facing Interview and Group Discussion; 4.3 Skill Development and Learning through Electronic Media – Email, Blogging, E-Learning, Virtual classrooms, INFLIBNET; Barriers to Communication.	20	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	1	-	-	1	-	-	-	-	1	-
CO2	-	-	1	-	-	-	-	-	-	-	1	-
CO3	-	-	-	-	-	1	-	-	-	-	-	-
CO4	-	-	-	-	-	2	-	-	-	-	-	-
Average	-	-	0.5	-	-	1	-	-	-	-	0.5	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Baron A Robert and Byrne Donn (2003), Social Psychology, Prentice Hall of India
2. Delors, Jacques (1997), Learning: the Treasure Within, UNESCO, Paris
3. Elizabeth Hurlock (1968), Development Psychology, McGraw Hill
4. MKC Nair, et al (Ed)(2001), Family life education and AIDS Awareness training Manual for Minus two to plus two.
5. UNESCO and Indian National Commission of Cooperation with UNESCO (2001), Life Skill in Non-formal education A Review, UNESCO, Paris.
6. WHO (1999), Partners in Life Skill Education: Conclusions form a UN Inter-Agency Meeting, WHO, Geneva

Websites

www.unesco.org
www.unfpa.org
www.univf.org
www.un.org
www.who.int/en

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VI SEMESTER (UG Degree)

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Learning Objectives

LO 1: This course will expose students to the distinctiveness of the sociological approach in the study of religion and religious phenomenon.

LO 2: It will help students familiarize themselves with the basic theoretical and methodological perspectives in the study of religion and also be exposed to ethnographic texts on various aspects of religious phenomena.

Course Outcomes

CO 1: This course will enable students to learn about representative texts that symbolizes the development of knowledge in the field of Sociology of Religion.

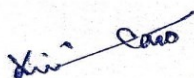
CO 2: It will help them identify different theories, approaches and concepts that make up the study of religion distinguish between them and also use terms specific to the field in a specific context.

CO3: Students will develop the ability to critically analyze and present on the complex interplay between religion and society, drawing from historical and contemporary perspectives. Students will learn to independently write research papers, projects, and presentations by applying theoretical frameworks and research methodologies studied in the course.

CO 4: By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels.

Course Content

Unit No	Content	Contact Hours	CO
1	Contextualizing Religion and Society: Concept and Approaches 1.1 Early Debates on Myth, Magic, Science and Religion-Tylor, Frazer, Malinowski 1.2 Sociological Approaches to Religion - Marx, Weber, Durkheim, Peter Berger, Clifford Geertz 1.3 Religious Organization-Sect, Cult and Denomination	20	1
2	Religion in India: Diversity and Differences 2.1 Indic and Non-Indic Religions (Tribal Religion, Hinduism, Buddhism, Sikhism, Islam, and Christianity) 2.2 Pluralism, Secularism and Democracy 2.3 Religion: Cooperation, Consolidation and Conflict (Composite Culture, Communal Violence).	20	2




3	Religion in Modern World: Contestation and Change 3.1 Modernization, Globalization, Fundamentalism 3.2 Religion and Gender 3.3 New Forms of Religiosity, New Religious Movements and Future of Religion	20	3,4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6
CO1	2	3	1	1	2	3	2	3	1	2	2	3
CO2	1	2	3	3	2	1	2	3	3	2	3	3
CO3	3	3	3	1	1	1	1	2	1	2	3	3
CO4	3	2	2	1	1	1	3	3	2	2	3	3
Average	2.25	2.5	2.25	1.5	1.5	1.5	2	2.75	1.75	2	2.75	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings

- Berger, P.L. 1990. *The Sacred Canopy: Elements of a Sociological Theory of Religion*, 2nd Edition, New York: Anchor.
- Bêteille, Andre'.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-2
- Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp.303-412.
- Evans-Pritchard, E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98,100-108.
- Geertz, Clifford. The Interpretation of Cultures. Selected Essays. Basic Books, 1973, Religion as a Cultural System, pp.87-125.
- Hertz, Robert. 1973 (1909). "The Preeminence 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.
- 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, pp. 119-124.
- 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
- Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.
- Smith, Jonathan Z. 1998. "Religion, Religions, Religious." *Critical terms for religious studies* pp. 269-284.
- Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon : Oxford,pp 100-122.
- Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.
- Van Gennep, A. 1960. *The Rites of Passage*. London": Routledge and Kegan Paul.
- Weber. Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.

RGU-CF-UG-SOC: 2023-24
SEMESTER VI
SOC-001-CC-3220: RESEARCH METHODS-III

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: The course provides a comprehensive engagement with social research in continuation with a wider research curriculum in the syllabus.

LO 2: Through technical and practical knowledge students are acquainted with the different stages of the research process like use of online databases, writing and referencing styles, data analysis using software and the use of AI and ethical concerns regarding its usage.

LO 3: The imparted knowledge and training will enable students to develop a sound understanding of navigating through online databases, writing and analyzing data.

Course Outcomes

CO 1: Students are introduced to the concept of conducting research using online databases, which is inclusive of understanding databases, methods and analysis of online data.

CO 2: The thrust of the course is gaining practical knowledge regarding secondary data collection using various databases with ethical considerations and gaining a proper understanding of referencing styles and how to use them in research writing.

CO 3: By imparting knowledge of technical aspects of research, students are prepared to arrive at a practical understanding of the course.

CO 4: It also equips them with the necessary skills for employment in any social research organization.

Course Content

Unit No	Content	Contact Hours	CO
1	Databases and research metrics 1.1. Databases– Indexing databases 1.2. Citation Databases: Web of Science, SCOPUS and others	20	1
2	Literature Review and Schools of Reference 2.1. Purpose and structure of literature review 2.3. Schools of reference and its applicability in academic work	20	2
3	Data analysis software 3.1. Excel 3.2. SPSS	20	3
4	AI and ethics 4.1. What is AI? 4.2. Use and Ethical Concerns in Sociological Research	20	4

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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	1	1	2	2	1	1	1	2	-
CO2	2	1	1	1	3	1	3	2	1	2	2	-
CO3	2	1	2	3	2	3	3	1	1	1	2	-
CO4	2	1	1	1	1	1	1	1	1	1	2	-
Average	2	2.25	2	1.5	1.5	1.5	1.5	2.25	1	1.75	2	-

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Bird, A. (2006). *Philosophy of Science*. Routledge
2. Indian National Science Academy (INSA), Ethics in science Education, Research and Governance (2019), ISBN:978-81-939482-1-7. http://insaindia.res.in/pdf/Ethics_Books.pdf
3. Resnik, D.B. (2011). What is ethics in research and why is it important? National Institute of Environmental Health Sciences, 1-10, Retrieved- from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

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Credit: 4; **Contact Hours:** 40; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: The course exposes the students to the contribution of sociologists who have built sociology in India.

LO 2: Through technical and practical knowledge students are acquainted with the different stages of the research process like use of online databases, writing and referencing styles, data analysis using software and the use of AI and ethical concerns regarding its usage.

LO 3: The imparted knowledge and training will enable students to develop a sound understanding of navigating through online databases, writing and analyzing data

Course Outcomes

CO 1: Students will be able to understand how Indian sociologists have understood Indian society and what are their important theories and contributions to sociological discourse.

CO 2: Students will also be familiarized with the different perspectives to look at society such as Indological, Feminist, Subaltern, etc.

CO 3: By imparting knowledge of technical aspects of research, students are prepared to arrive at a practical understanding of the course.

CO 4: It also equips them with the necessary skills for employment in any social research organization.

Course Content

Unit No	Content	Contact Hours	CO
1	Indological and Cultural Perspectives 1.1 G.S Ghurye 1.2 Irawati Karve 1.3 Surajit Sinha 1.4 Radhakamal Mukherjee.	20	1, 2
2	Structural-Functional Perspective 2.1 S.C. Dube 2.2 M.N. Srinivas	10	2
3	Marxist Perspective 3.1 D. P Mukherjee 3.2 A. R Desai	10	2
4	Subaltern Perspective and the Sociology of the Adivasis 4.1 B.R. Ambedkar 4.2 Ranajit Guha 4.3. Andre Beteille 4.4. T.K. Oomen	20	1,2

RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	1	1	2	3	1	1	1	3
CO2	2	2	2	2	2	1	2	2	2	1	1	3
CO3	1	1	1	1	1	1	2	1	1	1	1	3
CO4	2	2	2	2	2	2	2	2	2	1	2	3
Average	2	1.75	1.75	1.75	1.5	1.25	2	2	1.5	1	1.25	3

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Suggested Readings

1. Ambedkar, B. R. (Bhimrao Ramji), 1891-1956. (1990). *Annihilation of caste: an undelivered speech*. New Delhi: Arnold Publishers.
2. Beteille, Andre. "The reproduction of inequality: Occupation, caste and family." *Contributions to Indian sociology* 25.1 (1991): 3-28.
3. Desai, A.R. (1948). *Social Background Of Indian Nationalism* Ed. 1 st . Bombay: Popular Press. Pp: 7-351- 61
4. Desai, A.R. (2005). Rural India in Transition. Bombay: *Popular Prakashan*. Pp. 01-46.
5. Dube, Leela et. al. (eds.) (1986). *Visibility and Power. Essays on Women in Society and Development*. New Delhi: OUP. Pp. 03-15, 22-54, 107-136, 287-300, 324-341.
6. Dube, S.C. (1958). *India's Changing Village*. London: Routledge. Chap. 01, 02, 03.
7. Dube, S.C. (1995). *Indian Village*. London: Routledge. Chap. 01, 02, 04, 05, 08.
8. Dube, S.C. (2005). *Indian Society*. New Delhi: National Book Trust. Pp. 1-106
9. Ghurye, G.S. (1945). Culture and Society. Bombay: *Popular Prakashan*
10. Ghurye, G.S. (1950). Caste, Class and Occupation. Bombay: *Popular Prakashan*. Pp.-01-356
11. Karve, Irawati.(1961). *Hindu Society: An interpretation*. Poone: Deccan College. Pp. 15-130
12. Mukerjee, D.P. (1958). *Diversities*. Delhi: Peoples Publishing House.
13. Mukerjee, R.K. (1926). *The Rural Economy of India*: London: Longmans, Green & Co.; Publication. Pp. 1-8, 57-83, 141-163, 215-230.
14. Nair, Janaki. (1994). *On the Question of Agency in Indian Feminist Historiography*. Gender and; History.
15. Omvedt, G. (1995). *Dalit Visions: The Anti-caste movement and Indian Cultural Identity*. Orient Longman. Pp. 01-34.
16. Rege, Sharmila. (2013). *Against the Madness of Manu: B R Ambedkar's writings on Brahmanical patriarchy*: Delhi: Narayana Publisher. pp. 01-226.
17. Sarkar, Sumit. (1997). "The Decline of the. Subaltern in Subaltern Studies". Delhi: Oxford University Press
18. Srinivas, M. N. (1963.). *Social Change in Modern India*. California Berkeley: California University Press. Pp. 01-95.
19. Srinivas, M.N. (1980). *India: Social Structure*. New Delhi: Hindustan Publishing. Chap. 01,02.
20. Oommen, T.K.(2005) *Crisis and Contention in Indian Society*. Sage India Publication.

SOC-001-CC-3240: SOCIOLOGY OF HEALTH

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week;
Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: The course introduces students to the sociology and anthropology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge.

LO 2: Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shapes these constructions.

Course Outcomes

CO 1: To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health and illness

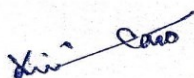
CO 2: To critique biomedicine and have an understanding of medicine as a plurality

CO 3: To analyze the everyday experiences of health and illness as produced through social, economic, political and cultural forces

CO 4: To gain insights on issues of public health in India and arrive at independent analysis

Course Content

Unit No	Content	Contact Hours	CO
1	Origins and Development of Health and Medicine 1.1. Conceptualizing Disease, Sickness and Illness 1.2. Sociology of health; Meaning, Nature and Need, Scope: Sociology in Medicine and Sociology of Medicine 1.3. Social, Cultural and Economic Dimensions of Illness and Medicine	20	1
2	Theoretical Orientations on Health & Illness 2.1. Political Economy of Health 2.2. Systems Approach 2.3. Health as a Power Discourse 2.4. Feminist Approach	20	2
3	Negotiating Health and Illness 3.1. Health Seeking Behaviors 3.2 Medicalisation 3.2. Health Systems and Health Policies	20	3,4




RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	1	1	1	2	3	2	1	2	2
CO2	2	2	3	1	1	1	3	2	2	1	2	3
CO3	2	2	3	1	1	1	1	2	2	3	2	3
CO4	2	2	2	2	2	2	2	2	2	2	2	2
Average	2	2	2.5	1.75	1.75	1.75	2	2.25	2	1.75	2	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1: Origins and Development of Health and Medicine

1.1. Conceptualizing Disease, Sickness and Illness

1. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).
2. Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

1.2. Sociology of health; Meaning, Nature and Need, Scope: Sociology in Medicine and Sociology of Medicine

1. Albert Gary L., and R. Fitzpatrick (1994), Quality of life in Health care: Advances in Medical Sociology, Mumbai: Jai Press
2. Annandale Allen (2001), The Sociology of Health and Medicine- A Critical Introduction, Cambridge Polity Press

1.3. Social, Cultural and Economic Dimensions of Illness and Medicine

1. Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).
2. Baer, Hans A., Singer, Merrill and Susser, Ida (1994) Medical Anthropology and the World System, Westport: Praeger. Chapter 10 Pages (307-328)

Unit 2: Theoretical Orientations in Health and Illness

2.1. Political Economy of Health

1. Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. Medical Anthropology Quarterly, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.

2.2. Systems Approach

1. Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478, *The Social System*. Glencoe, IL: Free Press.
2. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapter 3 Pages (44-54).

2.3. Health as a Power Discourse

1. Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166- 182 in Power/Knowledge: Selected Interviews and Other Writings 1972/1977. Edited by Colin Gordon. New York: Pantheon
2. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1 Pages (17-24).

2.4. Feminist Approach

1. Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapter 5 Pages (86-108).

- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.

Unit 3: Negotiating Health and Illness

3.1. Health Seeking Behaviours

- Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham Medical Pluralism in Contemporary India. New Delhi: Orient BlackSwan. (Pages 232-254)
- Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health. Amsterdam : OPA. Chapter7 (Pages 203-237)
- Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, Economic and Political Weekly, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

3.2. Health Systems and Health Policies

- Leslie, Charles (1976) Asian Medical Systems: A Comparative Study, London: University of California Press, Introduction. (Pages 1-12) Minocha, Aneeta(1980) Medical Pluralism and Health Services. Social Science and Medicine. 14B:217-23.
- Bhardwaj, Ruby (2010) 'Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy' in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.
- Farmer Paul 2001 Infections and Inequalities: The modern plagues. University of California. Berkeley. Chapter 10 pages (262-282)
- Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437 Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian Journal of Public Health Volume 57 Issue 4 October-December 2013 pp 225-229

Additional Readings

- Baer, Hans A., Singer, Merrill and Susser, Ida (1994) Medical Anthropology and the World System, Westport: Praeger. Chapter 10 Pages (307-328)
- Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437
- Bhardwaj, Ruby (2010) 'Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy' in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.
- Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, Economic and Political Weekly, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67
- Farmer Paul 2001 Infections and Inequalities: The modern palgues. University of California. Berkeley. Chapter 10 pages (262-282)
- Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)
- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, Medical Anthropology Quarterly, Vol. 20(3): 345-378.
- Kleinman, Arthur (1988) The Illness Narratives: Suffering, Healing and the Human Condition. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30). Leslie, Charles (1976) Asian Medical Systems: A Comparative Study, London: University of California Press, Introduction. (Pages 1-12)

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9. Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166- 182 in *Power/Knowledge: Selected Interviews and Other Writings 1972/1977*. Edited by Colin Gordon. New York: Pantheon
 10. Minocha, Aneeta(1980) Medical Pluralism and Health Services. *Social Science and Medicine*. 14B:217-23.
 11. Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly, New Series*, Vol.1, No.2 (June, 1987) pp. 131-154.
 12. Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. In *Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)
 13. Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System*. Glencoe, IL: FreePress.
 14. Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254)
 15. Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? *Indian Journal*
- Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1, 2, 3, 5 (PP. 1-17, 24-43, 44-54, 86-108).

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Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week;
Lecture: 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: It aims to establish connections between social psychology, sociology, and psychology.

LO 2: By the end of the course, students will have a comprehensive understanding of key concepts in social psychology and their applications in understanding human behaviour and societal dynamics.

Course Outcomes

CO 1: Grasp the core areas and methodologies of social psychology, gaining insight into its key focus areas and research methods.

CO 2: Illustrate the factors and characteristics shaping human personality development, recognizing the interplay between various influences.

CO 3: Identify the subtle currents underlying human behaviour, discerning the underlying motivations and patterns that drive actions and interactions.

CO 4: Distinguish between individual behaviour and collective behaviour within groups, exploring the dynamics of crowd psychology and its implications on individual actions.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Social Psychology 1.1 Social psychology- Definition, Nature, Scope and Importance 1.2 Relationship of Social Psychology with Sociology and Psychology 1.3 Methods- Experimental, Clinical, Case study, Sociometry, Projective techniques 1.4 Scaling techniques - Thurston, Likert, Bogardus	10	1
2	Understanding Personality 2.1 Personality- Definition, Characteristics, Determinants of Personality: Heredity and Environment 2.2 Personality, Meaning, Characteristics 2.3 Theories of Personality a) Psychoanalytic b) Types and c) Trait theories	10	2
3	Unit 3: Dynamics of Behaviour 3.1 Motivation- Definition, Nature and Types 3.2 Theories of Motivation- Instinct Theory, Need – Drive – Incentive Theory, Maslow's Theory 3.3 Attitude - Definition, Characteristics 3.4 Formation and Change of Attitude	20	3




4	Mass Behaviour 4.1 Types of Mass - Crowd, Mob, Audience, Public 4.2 Theories of collective behaviour- Contagion Theory, Convergent Theory, Emergent Norm Theory 4.3 Propaganda - Meaning, Characteristics, Types, Importance 4.4 Techniques of Propaganda, Propaganda Prophylaxis	20	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	3	3	3	3	2	2
CO2	1	1	1	1	1	1	3	3	2	1	1	1
CO3	1	1	1	1	2	2	1	1	1	1	1	2
CO4	1	2	2	2	2	1	1	1	1	1	2	2
Average	1.25	1.5	1.5	1.5	1.75	1.5	2	2	1.75	1.25	1.5	1.75

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Clifford.T. Morgan, Richard. A. King – Introduction to Psychology – Tata McGraw Hill
2. David.J. Schneider – Social Psychology – Harcourt Brace Javanovid, New York, 1988.
3. Diana Kendall – Sociology in our times – Thomson Learning, Belmont, 2003 publishing Co. Ltd., New Delhi, 2006.
4. Ernest. R. H, I, Gard – Introduction to psychology – Harcourt, Brace and World, Inc, New York, 1976.
5. GirishbalaMohunty – Social Psychology – Arora offset press, New Delhi, 2000
6. Harlock Elizabeth – Personality Development – McGraw Hill, New York, 1974
7. K. Young – Handbook of Social Psychology – Rutledge and Kegan Paul Ltd, London, 1966
8. K. Young – Handbook of Social psychology – Rutledge, London, 1996.
9. Kuppaswamy – Introduction to Social Psychology – Vikas Publishing House, New Delhi, 1975.
10. Spratt. W.J.H – Social Psychology – English Language Book Society and Methvin and Co. Ltd., London, 1964.
11. Worchel and Cooper – Understanding Social Psychology – University of California press, Los Angles, 1976

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VII SEMESTER

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SOC-001-CC-4110: MODERN SOCIAL THINKERS

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week;
Lecture: 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO 1: The course seeks to enable the students to have the basic knowledge of Sociology as a discipline and familiarized the learners with its basic concepts.

LO2: The students will gain and comprehend modern sociological thinkers and theoretical perspectives.

LO 3: To understand the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Outcomes

CO 1: Understand the emergence and relevance of modern sociological thinkers.

CO 2: Enable the learner to understand contemporary or advanced theories and theoretical perspectives

CO 3: Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

CO 4: Appreciating the relevance and limits of contemporary theories or theoretical approaches to make sense of social reality.

Course Content

Unit No	Content	Contact Hours	CO
1	Sociology: Discipline and Perspective: 1.3. Understanding Sociology. 1.4. Nature, Scope & Emergence of Sociology as an independent social science. 1.5. Relation of Sociology with other Social Sciences.	10	1
2	Basic Concepts 1.1. Society, Culture, Institution, Association, social change, social mobility, social stratification	15	2
3	Talcott Parsons 1.1. Action Systems and Pattern Variables.	10	3
4	G. H. Mead and Erving Goffman 2.1. Interactional Self. 2.2 Presentation of Self	15	4
5	C Wright Mills 3.1. Sociological Imagination.	10	2

RGU-CF-UG-SOC: 2023-24
Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	-	-	3	2	2	2	3	-
CO2	2	-	1	2	-	-	3	3	2	2	3	-
CO3	3	-	-	2	-	-	3	3	-	-	3	1
CO4	1	1	-	2	1	1	2	-	-	-	2	-
Average	2	0.7	0.7	2.2	0.2	0.2	2.7	2	1	1	2.7	0.2

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation

Unit 1. Sociology: Discipline and Perspective

1.3 Understanding Sociology

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

1.4 Nature, Scope & Emergence of Sociology as an independent social science

1. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

1.3 Relation of Sociology with other Social Sciences

5. Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
6. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80
7. Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.
8. Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.

Unit 2. Basic Concepts

2.1. Society and Culture

3. Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.
4. Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

2.2. Associations and Institutions

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

2.3. Individual and Group

1. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

2.4. Social Change

1. Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

2.5 Social Mobility

3. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258
4. Goldthorpe, J. The constant flux; A study of class Mobility in Industrial societies. Oxford; Clarendon press.

2.6 Social stratification

3. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
4. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56.

Unit 3: Talcott Parsons

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

Unit 4 : G. H. Mead and Erving Goffman

1. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
2. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162.

Unit 5:C Wright Mills

1. Mills C. W. 1959. *The Sociological Imagination*. OUP

Additional Readings

2. Black, Max ed. 1961. *Parsons Sociological Theory In The Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63
3. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 7295.
4. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162
5. Horkheimer. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
6. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 792

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7. Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
8. Mills C. W. 1959. The Sociological Imagination. OUP
9. Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. ch 1 & 2. Pp. 1-44.
10. Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies.

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SEMESTER VII**SOC-001-CC-4120: ENVIRONMENTAL SOCIOLOGY**

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO1: The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface.

LO2: It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary.

LO3: The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action.

Course Outcomes

CO1: Gain knowledge of sociological theories to analyze the environment-society relationship.

CO2: . Develop social skills for understanding and addressing environmental concerns and human suffering.

CO3: Critically assess debates on environment and development, focusing on justice, policy, and action.

Co4: Apply environmental sociology perspectives to analyze and propose solutions to contemporary environmental challenges.

Course Content

Unit No.	Content	Contact Hours	CO
1	Classical Sociological tradition 1. Karl Marx, Emile Durkhiem and Max Weber on environmental concerns; 2. Environmental Sociology: The rise, decline and resurgence of environmental sociology; 3. 21st century paradigm; Synthesis of societal and environmental dialect.	15	1, 2
2	Emerging Theoretical Parameters in Environmental Sociology 1. Dunlap and Catton; 2. Ramachandra Guha; 3. Anthony Giddens; 4. Patrick Giddes.	15	3
3	Environmental Issues and Global Implementation Efforts 1. Demography and population; 2. WASH, Housing and Urbanization; 3. Migration;	15	3

4	Environmental Issues and Sustainability 1. Development Projects; 2. Displacement and Relocation; 3. Environmental Movements and Sustainability.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	2	2	1	1	2	2	1	1	3
CO2	1	1	3	1	3	3	2	1	1	2	3	3	3	2
CO3	2	-	1	2	3	3	2	2	1	1	3	2	3	2
CO4	2	2	2	3	2	2	2	2	1	1	2	3	3	3
Average	2	2	2	1.75	2.25	2.5	2	1.5	1	1.5	2	2.25	2.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Arnold, D., & Guha, R. G. (1955). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Gadgil, M., & Guha, R. (1996). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: OUP.
3. Giddens, A. (1996). *Global Problems and Ecological Crisis in Introduction to Sociology*, 2nd Edition. New York: W.W. Norton and Co.
4. Munshi, I. (2000). "Environment" in *Sociological Theory. Sociological Bulletin*, 49(2).
5. Redclift, M. (1984). *Development and the Environmental Crisis*. New York: Meheun Co. Ltd.
6. Riordan, O. L. T. (1981). *Environmentalism*.
7. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
8. Sharma, S. L. (1994). *Perspective on Sustainable Development in South Asia* in Samad (Ed.), *Perspectives on Sustainable Development in Asia*. Kuala Lumpur: ADIPA.
9. South Commission. (1989). *The Need to Re-orient Development Strategies and Development the Environment*. Delhi: Oxford University Press.
10. The state of India's Environment. (1985). *The Second Citizens Report*. New Delhi: Center for Science and Environment.
11. UNDP. *Sustainable Development*. New York: OUP.
12. World Commission on Environment and Development. (1987). *Our Common Future: Brutland Report*. New Delhi: Oxford University Press

SEMESTER VII
SOC-001-CC-4130: SOCIOLOGY OF EDUCATION

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: The course acquaints the students with major concepts, theoretical approaches and development of sociology of education.

LO2: It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

Course Outcomes

CO1: Gain an understanding of the nature, characteristics, and scope of the Sociology of Education.

CO2: Identify diverse theoretical perspectives, concepts, and approaches within the Sociology of education.

CO3: Explore the relationship between education and society.

CO4: Reflect on the social dimensions of education and its dialectical relationship with the production and reproduction of various social structures, categories, and identities.

Course Content

Unit No.	Content	Contact Hours	CO
1	Sociology of Education: An Introduction 1. Meaning, Definition, Nature, and Scope of Sociology of Education; 2. School as a system: Schooling as process; 3. Teacher as changes agent; 4. Formal, Informal and Non-formal Education.	15	1, 2
2	Sociology of Education: Theoretical Perspectives 1. Functionalist: Emile Durkheim and Talcott Parsons; 2. Marxian approach.	15	3
3	Development of Educational System in India 1. The growth of education in India- From tradition to modern period; 2. Basic education by Gandhi; 3. Higher Education, Adult Education; 4. Universalization and Equality in Education.	15	3

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4	Educational Policies in India: Critical Perspectives 1. Colonial India: Hunter Commission; Woods Commission and Macauley; 2. Post Colonial India: 1948 onwards including Knowledge Commission; 3. Obstacles for development of education in India.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	-	2	1	1	3	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	-	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.25	1.75	1	1.25	2.25	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press.
2. Ahmad, K. (1984). *Social Context of Women's Education 1921-81*. In *New Frontiers in Higher Education*, No. 3, 1-35.
3. Banks, J. A., & Lynch, J. (Eds.). (1986). *Multicultural Education in Western Societies*. London: Holt Saunders.
4. Banks, O. (1971). *Sociology of Education* (2nd Ed.). London: Batsford.
5. Blackledge, D., & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Crom Helm.
6. Brint, S. (1998). *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Chanana, K. (1979). 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27(14), 157-164.
8. Chanana, K. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
9. Chitnis, S., & Altbach, P. G. (1993). *Higher Education Reform in India, Experience and Perspectives*. New Delhi: Sage.
10. Craft, M. (Ed.). (1970). *Family, Class and Education: A Reader*. London: Longman.
11. Doyal, L., & Watson, S. (1999). *Engendering Social Policy*. Buckingham: Open University Press.
12. Dreze, J., & Sen, A. (1995). *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
13. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
14. Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.
15. Gandhi, M. K. (1962). *Problems of Education*. Ahmedabad: NavjeevanPrakashan.
16. Gore, M. S., et al. (Eds.). (1975). *Papers on the Sociology of Education in India*. New Delhi: NCERT.
17. Halsay, A. H., et al. (1961). *Education, Economy and Society: A Reader in the Sociology of Education*. New York: Free Press.
18. Halsey, A. H., et al. (1997). *Education, Culture, Economy and Society*. Oxford: Oxford University Press.

19. Hurtado, S. (Ed.). (1998). 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'. In *The Receiving Higher Education*, 21(3), 279-302.
20. Illich, I. (1973). *Deschooling Society*. London: Penguin.
21. Jayaram, N. (1990). *Sociology of Education in India*. Jaipur: Rawat Publication.
22. Jefferey, R., & Basu, A. M. (1996). *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*. New Delhi: Sage.
23. Jejeebhoy, S. (1995). *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
24. Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Somaiya.
25. Karabel, J., & Halsey, A. H. (Eds.). (1977). *Powers and Ideology in Education*. New York: Oxford University Press.
26. Meighan, R., & Siraj-Blatchford, I. (1997). *A Sociology of Educating* (3rd Ed.). London: Cassell.
27. Naik, J. P. (1975). *Quality, Quantity and Equality in Education*. New Delhi: Allied Publishers.
28. Ramnathan, G. (Year). *From Dewey to Gandhian Economy*. Asia Publishing House.
29. Robinson, P. (1987). *Perspectives in the Sociology of Education: An Introduction*. London: Routledge and Kegan Paul.
30. Sen, A. (1992). *Inequality Re-examined*. Delhi: Oxford University Press.
31. Shatrugan, M. (1988). *Privatising Higher Education*. EPW, 2624.
32. Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methue

SEMESTER VII**SOC-001-CC-4140: SOCIAL DEMOGRAPHY**

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: The objectives of this paper is to understand and to acquaint the students to the demographic features and trends of Indian society vis-à-vis World population.

LO2: Gain knowledge of key theories and concepts in social demography.

LO3: Understand the impact of social, economic, and cultural factors on fertility behaviors.

Learning Outcomes

CO1: Gain an understanding of the interface between population and society.

CO2: Familiarize students with various theoretical approaches to population studies.

CO3: Understanding Population growth, patterns and population processes.

CO4: Learn about different demographic processes and policies within the context of Indian society.

Course Content

Unit No.	Content	Contact Hours	CO
1	Population and Society - Interface between population size and social development; - Concepts and measurement of population trends in the world and in India; - Population pyramid of India; - Social implications of age and sex in India.	15	1, 2
2	Population theories and their critique - Malthusian Theory; - Classical Theory; - Marxist theory; - Biological theory and Social theory.	15	2
3	Growth of world human population - History, distribution of world population; - Causes of population growth; - Population process; fertility, mortality and migration.	15	3
4	Population planning, control and Policies appraisal in India - Family and reproductive health; - Depopulation as a problem; Merits and demerits of depopulation; - Problems of implementing growth control measures and causes for success and failures; - Social dimensions of Population education.	15	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	1	2	2	1	2	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	1	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.75	1.75	1.25	1.25	2	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Bose, A. (1991). *Demographic Diversity of India*. Delhi: B.R. Publishing Corporation.
2. Census of India Reports
3. Chandrasekar, S. (Ed.). (1974). *Infant Mortality, Population Growth and Family Planning in India*. London: George Allen & Unwin Ltd.
4. Finkle, J. L., & McIntosh, C. A. (Eds.). (1994). *The New Policies of Population*. New York: The Population Council.
5. Hatcher, R., et al. (1997). *The Essentials of Contraceptive Technology*. Baltimore: John Hopkins School of Public Health.
6. Heer, D. (Year). *Society and Population*. Prentice Hall.
7. Premi, M. K., et al. (1983). *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
8. Sharma, R. (1997). *Demography and Population Problems*. New Delhi: Atlantic Publishers.
9. Srivastava, O. S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House

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SEMESTER VII**SOC-001-RC-4210- SOCIAL RESEARCH METHODS**

Credit: 4; **Contact Hours:** 60; **Tutorial:** 1 Hr per week; **Lecture:** 3 Hrs per week; **Full Marks:** 100

Learning Objectives

LO1: This course aims to provide exposure to the fundamentals of various research techniques and methods. It gives philosophical ideas underlying the emergence of different methodologies in social sciences.

LO2: Grasp the fundamental principles and concepts of social research.

LO3: The course also aims to inculcate practical skills of social research among the students.

Course Outcomes

CO1: Examine the principles and application of the 'Scientific' Method, alongside understanding the notions of objectivity and subjectivity in research.

CO2: Explore different theoretical perspectives and their implications for generating knowledge.

CO3: Familiarize with a range of methodologies suitable for studying various social phenomena, providing researchers/learners with diverse tools for investigation.

CO4: Develop critical thinking skills to evaluate the suitability and effectiveness of different research methodologies in addressing specific research questions and objectives.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Social Research 1. Emergence of social science research; 2. Positivism and Post-Positivist Approaches; 3. Ontology and Epistemology in social sciences; 4. Philosophy of Social Sciences.	15	1, 2
2	Emergence of Empirical Logic 1. Inductive and Deductive Reasoning; 2. Objectivity – Subjectivity debate; 3. Causality and Causation; 4. Reliability and Validity.	15	3
3	Quantitative Methods 1. Quantitative: Survey research; 2. Measurement and Scales; 3. Methods of Data Collection: Questionnaire, Schedule, Structured Interviews, Structured Observation; 4. Data analysis; 5. Report writing and Referencing.	15	3, 4

4	Qualitative Approaches and Methods 1. Ethnography; 2. Methods of Data Collection (Interviews, Observation (participant & non-participant)); 3. Focus Group Discussion, Case Study, Oral History, Life History; 4. Content Analysis, Narrative Analysis, Conversational Analysis, Discourse Analysis.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	2	1	3	2	1	-	-	2	1	-	3
CO2	1	3	2	2	3	3	2	1	-	-	3	3	3	2
CO3	1	3	1	2	3	3	2	2	-	-	3	2	3	2
CO4	1	2	2	3	2	1	2	2	1	-	2	3	3	3
Average	1	2.75	1.75	2.25	2.25	2.5	2	1.5	0.25	-	2.5	2.25	1.5	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Fletcher, R. (Year). *Making of Sociology*. Publisher Location: Publisher.
2. Goode, J. W., & Hatt, P. K. (1987). *Methods in Social Research*. New York: McGraw-Hill Book Company.
3. Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.
4. Kuhn, T. S. (1970). *The Structures of Scientific Revolutions*. London: The University of Chicago Press.
5. Lin, N. (1976). *Foundations of Social Research*. New York: McGraw Hill Book Co.
6. Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
7. Popper, K. (1999). *The Logic of Scientific Discovery*. London: Routledge.
8. Sjoberg, G., & Nett, R. (1977). *Methodology of Social Research*. Jaipur: Rawat.
9. Young, P. V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India Pvt Ltd

VIII SEMESTER (UG DEGREE WITH HONOURS)

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RGU-CF-UG-SOC: 2023-24
SEMESTER VIII
SOC-001-CC-4210: POLITICAL SOCIOLOGY

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: Acquaint the students with the nature and functioning of political systems and political processes.

LO2: Gain knowledge of foundational theories and concepts in political sociology.

LO3: Analyze different forms of power and authority, including traditional, charismatic, and legal-rational authority.

Course Outcomes

CO1: Students will gain a thorough understanding of political systems and processes, including various forms of governance and mechanisms of political decision-making.

CO2: They will develop awareness of their roles and responsibilities as citizens, exploring concepts such as civic engagement, rights, and duties within democratic societies.

CO3: Through critical analysis, students will evaluate the prerequisites of a functioning democratic system, considering factors such as rule of law, political participation, and accountability.

CO4: Finally, they will assess the vulnerabilities of democratic systems, examining challenges such as corruption, populism, and threats to democratic norms and institutions.

Course Content

Unit No.	Content	Contact Hours	CO
1	Introduction to Political Sociology 1. Meaning and Scope; 2. Basic concepts: Political Culture, Political Socialisation, State, Civil Societies and Intellectuals; 3. Interrelationship between polity and society: Democratic and totalitarian.	15	1, 2
2	Approaches to Political Sociology 1. Marxian and Weberian; 2. Classical Theory of Elite; Pareto and Mosca; 3. Power Elite: C.W. Mills.	15	3
3	Ethnicity and Identity 1. Ethnicity: Concept and Emerging significance; 2. Race and Identity; 3. Territoriality and Autonomy: Movement in Northeast, Refugees Imbroglio.	15	3

4	Political Process RGU-CF-UG-SOC: 2023-24 1. Caste and Communalism and Secularism; 2. Regionalism and Language; 3. Public opinion: Role of mass media; Politicization of social life; 4. Clan and Matrimonial Alliances.	15	4
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The Mapping Level Contribution between COs-POs/PSOs are Categorized as

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	1	1	3	1	1	1	2	2	1	-	2
CO2	2	1	3	-	3	3	-	1	1	2	3	2	3	2
CO3	2	1	1	1	2	3	2	2	2	-	3	2	3	2
CO4	1	2	1	3	-	-	2	2	2	-	2	3	3	3
Average	1.75	1.75	1.25	1.25	1.5	2.25	1.25	1.5	1.5	1	2.5	2	1.5	2.25

[3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Almond, A. G. et al. (1973). *Crises, Choice and Change: Historical Studies of Political Development*. Boston.
2. Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Beso, London.
3. Biswas, D. K. (1989). *Political Sociology*. Firma KLM Private, Calcutta.
4. Blau, P. (1956). *Bureaucracy in Modern Society*. Random House, New York.
5. Dowse, R. E., & Hughes. (1971). *Political Sociology*. New York: Basic Book.
6. Eisenstadt, S. N. (Ed.). (1971). *Political Sociology*. New York: Basic Book.
7. Horowitz, I. L. (1972). *Foundation of Political Sociology*. New York: Harper and Row.
8. Huntington, S. P. (1969). *Political Order in Changing Societies*. Yale University Press, New Haven.
9. Jangam, R. T. (1980). *Textbook of Political Sociology*. Oxford and IBH Publishing Company, New Delhi.
10. Key, V. O. (1964). *Politics, Parties and Pressure Groups*. Crowell, New York.
11. Kornhauser, W. (1971). *The Politics of Mass Society*. Penguin.
12. Kothari, R. (1979). *Politics in India*. Orient Longmans Ltd.
13. Kothari, R. (Ed.). (1973). *Caste in Indian Politics*. Orient Longmans Ltd.
14. Lipset, S. M. (1959). *Political Man*. H.E.B.
15. Marris, J. W. H. (1982). *Government and Politics in India*. Cambridge.
16. Merton, R. K. (Ed.). (1952). *Reader in Bureaucracy*. Glenco: The Free Press.
17. Michels, R. (1949). *Political Parties*. Glencoe Free Press.
18. Mills, C. W., & Gerth, H. (1946). *Essays in Sociology*. Oxford, New York.
19. Mitra, S. K. (1992). *Power, Protest and Participation: Local Elites and the Politics of Development in India*. Routledge.
20. Moore Jr., B. (1958). *Political Power and Social Theory*. Cambridge: Harvard University Press.
21. Riker, W. et al. (1973). *An Introduction to Positive Political Theory*. Englewood, Cliff.
22. Runciman, W. G. (1965). *Social Sciences and Political Theory*. Cambridge University Press, London.

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: Understand the historical development and evolution of urban areas and urbanization processes.

LO2: Gain knowledge of theories and concepts in urban sociology.

LO3: Identify and analyze key urban issues, such as poverty, housing, crime, transportation, and public health.

Course Outcomes

CO1: Students will be able to apply sociological perspectives to examine the social structures, inequalities, and stratification within urban environments, and analyze their implications for urban residents and communities.

CO2: Students will be able to evaluate the spatial organization of cities and built environment, and assess how urban morphology shapes social interactions, identities, and experiences.

CO3: Critically assess urban social problems and challenges, including poverty, inequality, homelessness, crime, and environmental degradation, and propose potential solutions informed by sociological insights.

CO4: Examine the role of urban governance, planning, and policies in shaping the social fabric and dynamics of cities, and analyze their effectiveness in addressing urban issues.

Course Contents

Unit No.	Content	Contact Hours	CO
1	Urban Sociology: An Introduction 1. Meaning and Definition of Urban Sociology; 2. Nature, Scope and Significance; 3. Growth and development of urban sociology.	15	1, 2
2	Theoretical Perspectives 1. Chicago School; 2. Functionalism; 3. Conflict; 4. Historical and comparative.	15	2, 3
3	Urbanization Process 1. Socio-Cultural process; 2. Politico-Administrative Process; 3. Economic process.	15	2, 3

4	RGU-CF-UG-SOC: 2023-24 Urban Issues and Problems 1. Urban Slums; 2. Urban Housing; 3. Urban pollution and management.	15	4
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Mapping of Pos/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	3	3	2	-	-	2	2	1	-	3
CO2	1	2	2	2	2	3	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	1.25	2	2	2.25	2.5	2.75	2.5	1.25	0.5	2.25	2.5	2.25	2.25	2.5

The Mapping Level Contribution between Cos-Pos/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

1. Abrahamson, M. (1976). *Urban Sociology*. Englewood Cliffs, NJ: Prentice Hall.
2. Bharadwaj, R. K. (1974). *Urban Development in India*. New Delhi: National Publishing House.
3. Bose, A. (1978). *Studies in Indian Urbanisation 1901-1971*. Tata McGraw Hill.
4. Castells, M. (1977). *The Urban Question*. London: Edward Arnold.
5. Collingworth, J. B. (1972). *Problems of Urban Society Vol. 2*. London: George and Unwin Ltd.
6. de Souza, A. (1979). *The Indian City: Poverty, Ecology, and Urban Development*. Delhi: Manohar.
7. Desai, A. R., & Pillai, S. D. (Eds.). (1970). *Slums and Urbanisation*. Bombay: Popular Prakashan.
8. Ellin, N. (1996). *Postmodern Urbanism*. Oxford, UK.
9. Fawa, F. S. (1968). *New Urbanism in World Perspectives – A Reader*. New York: T.Y. Cowell.
10. Gold, H. (1982). *Sociology of Urban Life*. Englewood Cliffs, NJ: Prentice Hall.
11. Pickwance, C. G. (Ed.). (1976). *Urban Sociology: Critical Essays*. Methuen.
12. Quinn, J. A. (1955). *Urban Sociology*. New Delhi: S. Chand & Co.
13. Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*. Delhi: Oxford University Press.
14. Ronnan, P., & Paddison. (2001). *Handbook of Urban Studies*. India: Sage.
15. Saunders, P. (1981). *Social Theory and the Urban Question*. Hutchinson.
16. Soja, E. W. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell

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RGU-CF-UG-SOC: 2023-24
SEMESTER VIII
SOC-001-DE-42020: GENDER AND SOCIETY (E-2)

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspect of social life.

LO2: It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

LO3: Students will be introduced to basic concepts and various feminist theories. At the same time how, their theoretical perspectives are applied to a range of contemporary issues and also to both global and national contexts.

Course Outcomes

CO1: Comprehension of the social construction of gender.

CO2: Critical reflection on theories of gender relations, including liberalist, radical, marxist, and Post- Marxist perspectives.

CO3: Proficiency in engaging with the discourse surrounding the politics of gender.

CO4: Skill in analyzing gender aspects within development policies.

Course Content

Unit No.	Content	Contact Hours	CO
1	Gender as a Social Construct 1. Gender, Sex and Sexuality; 2. Production of Masculinity and Femininity; 3. LGBTQI: Identity, Marginalization and Assertion.	15	1, 2
2	Reproduction of Gender Inequality 1. Patriarchy: Ideology and Practices; 2. Class, Caste, Tribe; 3. Family, Education and Work.	15	2, 3
3	Feminist Thought 1. Women's Movements: West and India; 2. Feminist Theories.	15	3

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4	RGU-CF-UG-SOC: 2023-24 Issues 1. Gendered Violence; CEDAW; POCSO; 2. Gender Mainstreaming and Empowerment; 3. State and Civil Society.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	2	3	3	2	1	1	2	2	1	3	3
CO2	1	1	2	2	2	2	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	1	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	4	1.75	2	2.5	2.5	2.5	2.5	1.5	0.75	2	2.5	2.25	3	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings:

- Abbott, P., Tylor, M., & Wallace, C. (2005). An Introduction to Sociology: Feminist Perspectives. New York: Routledge.
- Agarwal, B. (1982). A Field of One's Own. Cambridge: Cambridge University Press.
- Agnes, F. (1992). Review of a Decade of Legislation, 1980-1989: Protecting Women against Violence? Economic & Political Weekly, 27(17).
- Beauvoir, S. D. (1975). The Second Sex, Translated and edited by H. M. Parshley. England: Penguin Books.
- Beneria, L. (2003). Gender, Development and Globalization. New York: Routledge.
- Butalia, U. (2017). The Other Side of Silence: Voices from the Partition of India. New Delhi: Penguin Random House.
- Butler, J. (2001). Imitation and gender in subordination. In S. Seidman & J. C. Alexandra (Eds.), The New Social Theory-Reader: Contemporary Debates. London and New York: Routledge.
- Chakarvati, U. (2006). Gendering Caste- Through a Feminist Lens. Kolkata: Stree.
- Chanana, K. (1998). Socialization, Women and Education: Explorations in Gender Identity. New Delhi: Orient Longman. (Chapters 1 & 4)
- Chaudhuri, M. (2004). Feminism in India: Issues in Contemporary Indian Feminism. New Delhi: Kali for Women.
- Chodrow, N. (1978). The Reproduction of Mothering. Berkeley: University of California Press.
- Connell, R. W. (2005). Masculinities. London: Blackwell.
- Cooke, M. (2016). Women and the Arab Spring: A Transnational Feminist Analysis. New York: Palgrave Macmillan.
- Crenshaw, K. (1997). Intersectionality and identity politics: Learning from Violence against Women of Colour. In M. L. Shanley & M. Narayan (Eds.), Reconstructing Political Theory: Feminist Perspectives (pp. 178-193). Pennsylvania: Pennsylvania State University Press.
- Dube, L. (2001). Anthropological Explorations in Gender. New Delhi: Sage.
- Edinburgh University Press (Eds.). (Intro, Chap-1, 6, 10).
- Flavia, A. (2006). Law and Gender Inequality. New Delhi: Oxford University Press.
- Fuss, D. (2001). Theorizing hetero and homosexuality. In S. Seidman & N. Shah (Eds.),
- Gandhi, N., & Shah, N. (1992). The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali for Women.
- Geetha, V. (2002). Gender (Theorizing feminism). Calcutta: Stree.
- Geetha, V. (2007). Patriarchy. Calcutta: Stree.

22. Harding, S. (2004). *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge.
23. Hasan, Z., & Menon, R. (2004). *Unequal Citizens: A Study of Muslim Women in*.
24. Holmes, M. (2007). *What is Gender? Sociological Approaches*. UK: Sage.
25. Jackson, S., & Jones, J. (1998). *Contemporary Feminist Theories*. UK.
26. Janaki, N., & John, M. (1998). *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
27. Judith, G. (1999). *Fundamental Feminism: Contesting the Core Concept of Feminist*. [Include city and publisher]
28. Kabir, N. (1994). *Reverse Realities: Gender Hierarchies and Development*.
29. Khamis, S. (2011). The Arab "feminist spring"? *Feminist Studies*, 37(3),
30. Khullar, M. (Ed.). (2005). *Writing the Women's Movement: A Reader*. New Delhi: Kali for Women.
31. Kozma, T. (2012). Understanding Gender Mainstreaming in Modern Law Enforcement. *Connections*, 11(2), [Include page numbers].
32. Menon, N. (2012). *Seeing like a Feminist*. India: Penguin.
33. Merinissi, F. (2011). Beyond the Veil: Male-Female Dynamics in Muslim
34. Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anti-capitalist Struggles. *Journal of Women in Culture and Society*, 28(2), 499-535.
35. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
36. Prugl, E. (2010). *Feminism and Postmodern State: Gender Mainstreaming in*.
37. Rege, S. (1998). Dalit Women Talk Differently. *Economic and Political Weekly*, 33(44), WS39-WS46.
38. Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological*.
39. Sangari, K., & Vaid, S. (1989). *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali.
40. Saunders, K. (Ed.). (2004). *Feminist Post Development Thought*. Chicago: Zed.
41. Seesan, A. S. (2005). *Gender Talk: Feminism Discourse and Conversion*.
42. Seidman, S. (2001). From identity to Queer politics. In S. Seidman & J. C. Alexandra (Eds.),
43. Sharma, U. (1983). *Women, Work and Property in North-West India*.
44. Sprenger, & Symington. (Eds.). (2004). *The future of Women's Rights: Global Visions and Strategies*. Delhi: Zed Books.
45. Stevi, J., & Scott, S. (2002). *Gender: A Sociological Reader*. London: Routledge.
46. Stotzer, R. L. (2014). Sexual orientation and/or gender identity/Expression discrimination and victimization among self-identified LGBTQI native Hawaiians in Hawai'i. *Journal of Indigenous Social Development*, 3(1).
47. Tong, R. (1989). *Feminist Thought: A Comprehensive Introduction*. Colorado: Westview Press.
48. Wadood, A. (1999). *Quran and Women: Rereading the Sacred text from a Woman's Perspective*. New York: Oxford University Press.
49. Walby, S. (1989). *Theorizing Patriarchy*. *British Sociological Association*, 23(2), 213-234.
50. Webster, F. (2006). Gender mainstreaming: Its role in addressing gender inequality in Jamaica. *Caribbean Quarterly*, 52(2).
51. Wharton, A. S. (2005). *The Sociology of Gender*. UK: Blackwell.

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SEMESTER VIII**SOC-001-DE-42030: SOCIOLOGY OF MARGINALIZED COMMUNITIES (E-3)**

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: The course aims at acquainting the students to the sociological study of the marginalized communities like Dalits, tribes and nomadic groups.

LO2: Recognize different marginalized groups, including racial and ethnic minorities, LGBTQ+ individuals, people with disabilities, the elderly, and economically disadvantaged populations.

LO3: Understand the intersections of race, class, gender, sexuality, and other social categories in creating complex forms of marginalization.

Course Outcomes

CO1: Students will comprehend sociological theories and methods relevant to studying marginalized communities like Dalits, tribes, and nomadic groups.

CO2: They will acquire in-depth knowledge of the socio-cultural, economic, and political dimensions specific to these marginalized groups.

CO3: Critical outlook to examine structural factors contributing to marginalization.

CO4: Develop empathy and perspective-taking by exploring the lived experiences and resilience strategies of these communities, fostering a deeper understanding of social exclusion and discrimination.

Course Content

Unit No.	Content	Contact Hours	CO
1	Culture and Climate Marginalization and its socio-economic indices 1. Meaning, Nature and Scope; 2. Basic Concepts: Poverty, relative isolation, deprivation, educational backwardness, inequality.	15	1, 2
2	Perspectives on marginalization 1. Role of ideology in marginalization; 2. Caste system and marginalization: G. S. Ghurye, Louis Dumont, M. N. Srinivas, Verrier Elwin; 3. Views of Mahatma Gandhi, Jotibharao Phule, Erode Venkatappa Ramasamy Periyar, Babasaheb Ambedkar, Rammanohar Lohia.	15	2, 3, 4
3	The social structure and culture of marginalized communities 1. Status of SC, ST, nomadic communities, religious minorities, PVTGs; 2. Problems of social mobility; development and identity; 3. Marginalization in Northeast India.	15	2, 3

4	Marginalization and affirmative action 1. Constitutional and Legal provisions; 2. Implementation and impact of affirmative action on marginalized communities; 3. Limitation and Critical Appraisal.	15	3, 4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	1	1	2	2	1	-	2	1	1	3
CO2	3	2	2	2	1	1	2	3	1	-	3	3	2	2
CO3	2	3	2	3	2	2	2	3	2	1	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	2.25	1.75	2	2	1.5	2.25	2.25	2.5	1.25	2	2.5	2.5	2	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Suggested Readings

1. Ambedkar, B. R. (1949). The Untouchable Who Were They and Why They Became Untouchable. Delhi: Amrit Book.
2. Beteille, A. (1992). The Backward Classes in Contemporary India. Delhi: Oxford University Press.
3. Chandra, K. Suman et al. (eds.) (2014). Strategies Towards Combating Dalit Marginalisation: Proceedings of a National Symposium. Hyderabad: National Institute of Rural Development and Panchayati Raj.
4. Charsley, S. R & Karanth, G. K. (1998). Challenging Untouchability. Delhi: Sage Publication.
5. Chatterjee, Chandrima. sheoran, Gunjan. (2007). Vulnerable Groups in India. The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai, pp. 1-21.
6. Chaudhari, S. N. (1988). Changing status of Depressed Castes in Contemporary India. Delhi: Daya Publishing House.
7. Dasgupta, Abhijit. (2012). On the Margins: Tribes, Castes and Other Social Categories (Ed.). New Delhi: Sage Publications Pvt. Ltd.
8. Gore, M. S. (1993). The Social Context of and Ideology: The Social and Political Thoughts of Babasaheb Ambedkar. New Delhi: Sage Publication.
9. Mahajan, Gurpreet. (1998). Democracy: Difference and Social Justice. New Delhi: Oxford University Press.
10. Rao, Pulla. (2012). Empowering Marginalised Categories in India: Problems and Prospects. Gurgaon (Haryana): Madhav Books.
11. Rao, Yagati Chinna. & Karakoty, Sudhakara. (2010). Exclusion and Discrimination: Concepts, Perspectives and Challenges (Ed.). New Delhi: Kanishka Publishers, Distributors.
12. Singh, K. S. (1998). The Scheduled Caste. Delhi: Anthropological Survey of India.
13. Singharoy, Debal K. (2001). Social development and the Empowerment of Marginalized groups: Perspectives and Strategies (Ed.). New Delhi: Sage Publication.
14. Upadhyaya, H. C. (1991). Scheduled Caste and Scheduled Tribe in India (Ed.). Delhi: Anmol Publication

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SEMESTER VIII**SOC-001-RC-4210: RESEARCH AND PUBLICATION ETHICS**

Credit: 4; Contact Hours: 60; Tutorial: 1 Hr per week; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

Course Outcomes

CO1: To orient students towards nature of publication ethics and moral standards.

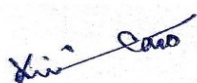
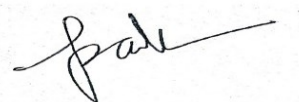
CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

Course Content

Unit No.	Content	Contact Hours	CO
1	Ethics and Publication 1. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches; 2. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements 3. and Reactions.	15	1, 2
2	Scientific Conduct 1. Ethics with Respect to Science and Research; 2. Intellectual Honesty and Research Integrity; 3. Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	Publication Ethics 1. Publication Ethics: Definition, Introduction and Importance; 2. Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc.; 3. Conflicts of Interest.	15	3

4	Publication Misconduct 1. Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types; 2. Violation of Publication Ethics, Authorship and Contributorship; 3. Identification of Publication Misconduct, Complaints and Appeals. 4. Predatory Publishers and Journals.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	3	2	1	1	2	2	1	-	3
CO2	1	1	2	2	2	3	3	1	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	1	1	2	2.5	2.5	2.75	2.5	1.5	1.25	2.25	2.5	2.5	2.25	2.5

The Mapping Level Contribution between COs-POs/PSOs are Categorized as [3: High; 2: Medium; 1: Low; -: No Correlation]

Books/Journal Articles Suggested Readings:

1. Bird, A. (2006). *Philosophy of Science*. Routledge.
2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.
3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009).
5. *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
6. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1—10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

Note: Students might also opt for MOOC's equivalent courses.

