

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

AS PER NATIONAL EDUCATION POLICY (NEP)-2020

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



WITH THE EFFECT FROM ACADEMIC YEAR: 2023-24

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

*1 credit for lecture = 15 hours in a semester

**1 credit for tutorial = 15 hours in a semester

1.5 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.

1.6 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.

RGU-CF-UG-SOC: 2023-24

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

NCF Credit Level	Semester	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		Total Credits/ Semester	
		Course Code and Name	Credits	Course Code and Name	Credits	Course Code and Name	Credits	Course Code and Name	Credits	Course Code and Name	Credits	Course Code and Name	Credits	Course Code and Name	Credits		
4.5	I	Major 1 (SOC-1001-CC-1110) Introduction to Sociology I	4	Minor 1 (SOC-1001- MC-1110) Polity and Society in India	4	MDC 1 (SOC-1001-MD- 1110) Religion in India	3	AECC 1 (ENG- 1001-AE- 1110)	4	SEC 1 (SOC-1001-SE- 0010) Soft Skill and Personality Development	3	*VAC 1	2			20	
	II	Major 2 (SOC-1001-CC- 1210) Introduction to Sociology II	4	Minor 2 (SOC-1001- MC-1210) Gender Sensitization	4	MDC 2 (SOC-1001-MD- 1210) Social Demography of India	3	AECC 2 (HIN-1001- AE-1210)	4	SEC 2 (SOC-1001-SE- 0020) Ethics and Skills in Social Research Reading.	3	*VAC 2	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-2001-CC- 2310) Social Thinkers I	4	Minor 3 (SOC-2001- MC-2310) Family, Marriage and Kinship	4	MDC 3 (SOC-2001-MD- 2310) Social problems and Issues of Development in India	3			SEC 3 (SOC- 2001-SE- 0030) Writing and Reasoning for Sociology	3	*VAC 3	2			20	
		Major 4 (SOC-2001-CC- 2320) Social Research Methods- I	4														
	IV	Major 5 (SOC-2001-CC- 2410) Rural and Agrarian Sociology	4	Minor 4 (SOC-2001- MC-2410) Sociology of Work and Industry	4												20
		Major 6 (SOC-2001-CC- 2420) Social Stratification	4														

RGU-CF-UG-SOC: 2023-24

		Major 7 (SOC-2001-CC-2430) Social Thinkers II	4																	
		Major 8 (SOC-2001-CC-2440) 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)																				
5.5	V	Major 9 (SOC-3001-CC-3510) Sociology of NE India	4	Minor 5 (SOC-3001-MC-3510) Life Skills and Education	4												Internship (INT-3001-CO-0010)	2	20	
		Major 10 (SOC-3001-CC-3520) Urban Sociology	4																	
		Major 11 (SOC-3001-CC-3530) Research Methodology II	4																	
		Major 12 (SOC-3001-CC-3540) Tribes of India and Traditional Knowledge	2																	
	VI	Major 13 (SOC-3001-CC-3610) Sociology of Religion	4	Minor 6 (SOC-3001-MC-3610) Elements of Social Psychology	4															20
		Major 14 (SOC-3001-CC-3620) Research Methodology III	4																	
		Major 15 (SOC-3001-CC-3630) Pioneers of Indian Sociology	4																	

RGU-CF-UG-SOC: 2023-24

		Major 24 (SOC-4001-DE-4840) Sociology of marginalized communities	4																	
Total credits (Third Year)			32			8													40	
Four Year UG Degree with Honours in Sociology on completion of courses equal to a minimum of 160 credits (SOC-4001)																				
6.0	VII I	Major 21 (SOC-5001-CC-4810) Sociology of Education	4	Minor 8 (SOC-5001-MC-4810) Research Publication Ethics (SWAYAM)	4													SOC-5001-RP-4210-Research Project	12	20
Total credits (Fourth Year)			94		32			9		8			9			6			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.

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)

**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 Hours
		IM	EM	T			
SOC-1001-CC-1110	Introduction to Sociology I	20	80	100	3:1:0	4	60
SOC-1001-MC-1110	Polity and Society in India	20	80	100	3:1:0	4	60
SOC-1001-MD-1110	Religion in India	20	80	100	2:1:0	3	45
ENG-1001-AE- 1110	AECC 1	20	80	100	3:1:0	4	60
SOC-1001-SE- 0010	Soft Skill and Personality Development	20	80	100	2:1:0	3	45
XXX-EDDD-VA-0010	VAC 1*	20	80	100	1:1:0	2	30
Total Credit						20	300

**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= External Marks, T= Total**

II Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-1001-CC- 1210	Introduction to Sociology II	20	80	100	3:1:0	4	60
SOC-1001-MC- 1210	Gender Sensitization	20	80	100	3:1:0	4	60
SOC-1001-MD- 1210	Social Demography of India	20	80	100	2:1:0	3	45
HIN-1001-AE- 1210	AECC 2	20	80	100	3:1:0	4	60
SOC-1001-SE- 0020	Ethics and Skills in Social Research	20	80	100	2:1:0	3	45
XXX-EDDD-VAXXX	VAC 2*	20	80	100	1:1:0	2	30
Total Credit						20	300

**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= External Marks, T= Total**

**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 Hours
		IM	EM	T			
SOC-2001-CC-2310	Social Thinkers I	20	80	100	3:1:0	4	60
SOC-2001-CC-2320	Social Research Methods- I	20	80	100	3:1:0	4	60
SOC-2001-MC-2310	Family, Marriage and Kinship	20	80	100	3:1:0	4	60
SOC-2001-MD-2310	Social problems and Issues of Development in India	20	80	100	2:1:0	3	45
SOC-2001-SE-0030	Reading, Writing and Reasoning for Sociology	20	80	100	2:1:0	3	45
XXX-EDDD-VAXXX	VAC 3*	20	80	100	2:0:0	2	30
Total Credit						20	300

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

IV Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-2001-CC-2410	Rural and Agrarian Sociology	20	80	100	3:1:0	4	60
SOC-2001-CC-2420	Social Stratification	20	80	100	3:1:0	4	60
SOC-2001-CC-2430	Social Thinkers II	20	80	100	3:1:0	4	60
SOC-2001-CC-2440	Media and Society	20	80	100	3:1:0	4	60
SOC-2001-MC-2410	Sociology of Work and Industry	20	80	100	3:1:0	4	60
Total Credit						20	

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

RGU-CF-UG-SOC: 2023-24

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAM IN SOCIOLOGY (III Year)

V Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-3001-CC-3510	Sociology of NE India	20	80	100	3:1:0	4	60
SOC-3001-CC-3520	Urban Sociology	20	80	100	3:1:0	4	60
SOC-3001-CC-3530	Research Methodology II	20	80	100	3:1:0	4	60
SOC-3001-CC-3540	Tribes of India and Traditional Knowledge	20	80	100	2:0:0	2	30
SOC-3001-MC-3510	Life Skills and Education	20	80	100	2:0:0	4	60
INT-2001-CO-0010	Internship	-	-	-	0:0:2	2	
Total Credit						20	300

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

VI Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-3001-CC-3610	Sociology of Religion	20	80	100	3:1:0	4	60
SOC-3001-CC-3620	Research Methodology III	20	80	100	3:1:0	4	60
SOC-3001-CC-3630	Pioneers of Indian Sociology	20	80	100	3:1:0	4	60
SOC-3001-CC-3640	Sociology of Gender	20	80	100	3:1:0	4	60
SOC-3001-MC-3610	Elements of Social Psychology	20	80	100	3:1:0	4	60
Total Credit						20	300

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

SEMESTER WISE CREDIT STRUCTURE FOR THE UNDERGRADUATE PROGRAM IN SOCIOLOGY (IV year)

VII Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-4001-CC-4710	Social Pathology	20	80	100	3:1:0	4	60
SOC-4001-CC-4720	Sociology of Health	20	80	100	3:1:0	4	60
SOC-4001-CC-4730	Political Sociology	20	80	100	3:1:0	4	60
SOC-4001-CC-4740	Population and Demography	20	80	100	3:1:0	4	60
SOC-4001-MC-4710	Research Methodology (SWAYAM)	20	80	100	3:1:0	4	60
Total Credit						20	300

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

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

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-4001-CC-4810	Sociology of Education	20	80	100	3:1:0	4	60
SOC-4001-DE-4820	Environmental Sociology	20	80	100	3:1:0	4	60
SOC-4001-DE-4830	Sociology of Social Movements	20	80	100	3:1:0	4	60
SOC-4001-DE-4840	Sociology of marginalized communities	20	80	100	3:1:0	4	60
SOC-4001-MC-4810	Research Publication Ethics (SWAYAM)	20	80	100	3:1:0	4	60
Total Credit						20	300

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

VIII Semester (UG Degree with Honours and Research)

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
SOC-5001-CC-4810	Sociology of Education	20	80	100	3:1:0	4	60
SOC-5001-MC-4810	(Research Publication Ethics) SWAYAM	20	80	100	3:1:0	4	60
Total Credit						20	120

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

RGU-CF-UG-SOC: 2023-24

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

SE M	Paper Code	Title	Maximum Marks			Credits Distributio n	Total Credi t	Teaching Hours
			I	E	T			
I	SOC-1001-CC-1110	Introduction to Sociology I	20	80	100	3:1:0	4	60
II	SOC-1001-CC-1210	Introduction to Sociology II	20	80	100	3:1:0	4	60
III	SOC-2001-CC-2310	Social Thinkers -I	20	80	100	3:1:0	4	60
III	SOC-2001-CC-2320	Social Research Methods I	20	80	100	3:1:0	4	60
IV	SOC-2001-CC-2410	Rural Sociology and Agrarian Sociology	20	80	100	3:1:0	4	60
IV	SOC-2001-CC-2420	Social Stratification	20	80	100	3:1:0	4	60
IV	SOC-2001-CC-2430	Social Thinkers-II	20	80	100	3:1:0	4	60
IV	SOC-2001-CC-2440	Media and Society	20	80	100	3:1:0	4	60
V	SOC-3001-CC-3510	Sociology of NE India	20	80	100	3:1:0	4	60
V	SOC-3001-CC-3520	Urban Sociology	20	80	100	3:1:0	4	60
V	SOC-3001-CC-3530	Social Research Methods II	20	80	100	3:1:0	4	60
V	SOC-3001-CC-3540	Tribes of India and Traditional Knowledge	20	80	100	1:1:0	2	60
VI	SOC-3001-CC-3610	Sociology of Religion	20	80	100	3:1:0	4	60
VI	SOC-3001-CC-3620	Social Research Methods III	20	80	100	3:1:0	4	60
VI	SOC-3001-CC-3630	Pioneers of Indian Sociology	20	80	100	3:1:0	4	60
VI	SOC-3001-CC-3640	Sociology of Gender	20	80	100	3:1:0	4	60
VII	SOC-4001-CC-4710	Social Pathology	20	80	100	3:1:0	4	60
VII	SOC-4001-CC-4720	Sociology of Health	20	80	100	3:1:0	4	60
VII	SOC-4001-CC-4730	Political Sociology	20	80	100	3:1:0	4	60
VII	SOC-4001-CC-4740	Population and Demography	20	80	100	3:1:0	4	60
VIII	SOC-4001-CC-4810	Sociology of Education	20	80	100	3:1:0	4	60
VIII	SOC-4001-DE-4820	Environmental Sociology	20	80	100	3:1:0	4	60
VIII	SOC-4001-DE-4830	Sociology of Social Movements	20	80	100	3:1:0	4	60
VIII	SOC-4001-DE-4840	Sociology of Marginalized Communities	20	80	100	3:1:0	4	60

RGU-CF-UG-SOC: 2023-24

VIII	SOC-5001-CC-4810	Sociology of Education	20	80	100	3:1:0	4	60
Total							112	1500

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

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution L:T:P	Total Credit	Teaching Hours
			I	E	T			
I	SOC-1001-MC-1110	Polity and Society	20	80	100	3:1:0	4	60
II	SOC-1001-MC-1210	Gender Sensitization	20	80	100	3:1:0	4	60
III	SOC-2001-MC-2310	Family, Marriage and Kinship	20	80	100	3:1:0	4	60
IV	SOC-2001-MC-2410	Sociology of Work and Industry	20	80	100	3:1:0	4	60
V	SOC-3001-MC-3510	Life skills and Education	20	80	100	3:1:0	4	60
VI	SOC-3001-MC-3610	Elements of Social Psychology	20	80	100	3:1:0	4	60
VII	SOC-4001-MC-4710	Research Methodology (SWAYAM)	20	80	100	3:1:0	4	60
VIII	SOC-4001-MC-4810	Research Publication Ethics (SWAYAM)	20	80	100	3:1:0	4	60
VIII	SOC-5001-MC-4810	Research Publication Ethics (SWAYAM)	20	80	100	3:1:0	4	60
Total							36	540

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

RGU-CF-UG-SOC: 2023-24

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution L:T:P	Total Credit	Teaching Hours
			I	E	T			
I	SOC-1001-MD-1110	Religion in India	20	80	100	2:1:0	3	45
II	SOC-1001-MD-1210	Social Demography of India	20	80	100	2:1:0	3	45
III	SOC-2001-MD-2310	Social Problems and Issues of development in India	20	80	100	2:1:0	3	45
Total							9	135

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

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution L:T:P	Total Credit	Teaching Hours
			I	E	T			
I	SOC-1001-SE-0010	Soft Skill and Personality Development	20	80	100	2:1:0	3	45
II	SOC-1001-SE-0020	Ethics and Skills in Social Research	20	80	100	2:1:0	3	45
III	SOC-2001-SE-0030	Reading, 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= External Marks, T= Total

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution L:T:P	Total Credit	Teaching Hours
			I	E	T			
I	XXX-EDDD-VA-0010	VAC 1*	20	80	100	2:1:0	2	30
II	XXX-EDDD-VA-XXX	VAC 2*	20	80	100	2:1:0	2	30
III	XXX-EDDD-VA-XXX	VAC 3*	20	80	100	2:1:0	2	30
Total							9	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= External Marks, T= Total

I SEMESTER

SOC-1001-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 Philosophy 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. Béteille, 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

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.

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]

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

RGU-CF-UG-SOC: 2023-24
SEMESTER I
SOC-1001-MD-1110: RELIGIONS OF 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 of 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

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.
6. Madan, T.N. 1991. ‘Secularism in its Place’ in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.
7. Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.
8. 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
9. Momin. A.R., 2004. ‘The Indo-Islamic Tradition’ in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.
10. Muzumdar, H.T. 1986. *India’s religious heritage*. New Delhi: Allied.
11. Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press.
12. Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications.
13. Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London:Sage.
14. 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.
15. Sonthheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

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.
2. Klaus, Peggy, Jane Rohman & Molly Hamaker. The Hard Truth about Soft Skills. London: Harper Collins E-books, 2007.
3. Petes S. J., Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw-Hill Education, 2011.
4. Stein, Steven J. & Howard E. Book. The EQ Edge: Emotional Intelligence and Your Success. Canada: Wiley & Sons, 2006
5. Ghosh ,B.N (2012): Managing Soft Skill for personality development, Tata McGraw-Hill Education, New Delhi
6. Pestonjee, D M. Stress and Coping: The Indian Experience. SAGE Publications Pvt. Ltd; Second edition (15 December 1998)
7. 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
8. 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.
9. The OCR Guide to Presentation Skills, www.ocr.org.uk
10. 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
11. 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
12. 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
13. Pearlman, 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
14. 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

RGU-CF-UG-SOC: 2023-24

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.

II SEMESTER
(UG Certificate)

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 Encyclopaedia 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.

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

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

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
---	---	----	---

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://new.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)

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.

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

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	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.

SOC-1001-SE-0020: ETHICS AND SKILLS IN SOCIAL RESEARCH

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: ColumbiaUniversity 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: ColumbiaUniversity 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

RGU-CF-UG-SOC: 2023-24
SEMESTER III
SOC-2001-CC-2310: 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

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., Beeghly, 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.

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

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.

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

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	<p>Introduction</p> <p>1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence</p> <p>1.2 Approaches</p> <p>1.2.1 Descent</p> <p>1.2.2 Alliance</p> <p>1.2.3 Cultural</p>	20	2
2	<p>Family, Household and Marriage</p> <p>2.1 Types of Family</p> <p>2.2. Types of Residence</p> <p>2.3. Types of Marriage</p>	20	2
3	<p>Re-casting Kinship</p> <p>3.1 Relatedness</p> <p>3.2 Kinship and Gender</p> <p>3.3 Re-imagining Families</p> <p>3.4 New Reproductive Technologies</p>	20	1,3

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	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

RGU-CF-UG-SOC: 2023-24

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.

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

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

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?)

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.

RGU-CF-UG-SOC: 2023-24

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*:

IV SEMESTER
(UG Diploma)

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
---	---	----	---

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

RGU-CF-UG-SOC: 2023-24

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

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

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

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

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

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 students to gain and comprehend modern sociological thinkers and theoretical perspectives.

LO 2: 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	Talcott Parsons 1.1. Action Systems and Pattern Variables.	10	1
2	G. H. Mead and Erving Goffman 2.1. Interactional Self. 2.2 Presentation of Self	15	2
3	C Wright Mills 3.1. Sociological Imagination.	10	3
4	Max Horkheimer, T.W. Adorno and Herbert Marcuse 4.1. Critical Social Theory.	15	4
5	Pierre Bourdieu 5.1. A Theory of Practice.	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: Talcott Parsons

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

Unit 2: 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 3: C Wright Mills

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

Unit 4: Max Horkheimer, T.W. Adorno and Herbert Marcuse

1. 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
2. Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial
3. Society. Boston: Boston Press, pp. 792 Unit 5. Pierre Bourdieu (Weeks 1314)
4. Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295

Additional Readings

1. 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
2. Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295.
3. Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162
4. 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
5. Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 792
6. Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
7. Mills C. W. 1959. The Sociological Imagination. OUP
8. Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. ch 1 & 2. Pp. 1-44.
9. Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies

RGU-CF-UG-SOC: 2023-24
SEMESTER IV
SOC-2001-CC-2440: 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

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	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. Hodkinson 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.

SOC-2001-MC-2410: 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 behaviour.

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
---	---	----	---

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”

V SEMESTER

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	Conceptualising 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

RGU-CF-UG-SOC: 2023-24

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
---	--	----	-------

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, Lanunungang 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.

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.

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

Learning Objectives

LO 1: This course will provide exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts. With case studies from India and other parts of the world, this course will help students understand and relate to the complexities of urban living.

LO 2: The course seeks to evolve critical thinking and develop a policy perspective on urban living.

Course Outcomes

CO 1: To appreciate the significance of the city and the process of urbanization and its consequences across the globe, through cross-disciplinary texts and ethnographic studies.

CO 2: Expose students to critical theoretical debates to understand the urban historical as well as modern contexts.

CO 3: To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change.

CO 4: To develop critical thinking and a reflective perspective through multicultural thought; to enhance disciplinary knowledge and research-related skills and develop a problem-solving competence.

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction to Urban Sociology: Urban, Urbanism and the City 1.1 Concepts; urbanism; Urbanisation 1.2 Slums and Towns 1.3 Issues of health, sanitation and crime	15	1
2	Perspectives in Urban Sociology 2.1. Ecological 2.2. Political Economy 2.3. Network 2.4. City as Culture	15	2
3	Movements and Settlements 3.1. Migration 3.2. Community	15	3
4	Politics of Urban Space 4.1. Caste, Class and Gender 4.2. Culture and Leisure	15	4

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	1	1	2	2	2	1
CO2	1	1	1	2	1	-	-	1	1	1	-	1
CO3	1	1	2	2	1	1	-	-	1	1	1	-
CO4	1	-	1	1	3	3	-	-	-	1	2	3
Average	1	0.75	1.25	1.75	1.5	1.25	0.25	0.5	1	1.25	1.25	1.5

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

Suggested Readings

1. Anand, Inbanathan. 2003, "Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony" in Ravinder Singh Sandhu (ed.) Urbanization in India. Sage: New Delhi. Pp. 232-246
2. Ayyar, Varsha. 2013. "Caste and Gender in a Mumbai resettlement site", Economic & Political Weekly, May 4, Vol. XLVIII, No 18, Pp 44-55
3. Bandyopadhyay, Abir, and Vandana Agrawal. "Slums in India: From past to present." *Population* 23 (1981): 46-14.
4. Brennan-Galvin, Ellen. "Crime and violence in an urbanizing world." *Journal of International Affairs* (2002): 123-145.
5. Castells, Manuel. 2002, "Local and Global: Cities in the Network Society", in The Royal Dutch Geographical Society KNAG, Vol. 93, No. 5, Blackwell Publishers. pp. 548-558
6. Crawford, Margaret. "The World is a Shopping Mall", From Malcolm Miles and Tim Hall (Eds.) *City Cultures Reader*, London: Routledge. Pp. 125-139
7. Eck, Diana, 1983. *Banaras: City of light*, London: Routledge and Kegan Paul.
8. Grazian, David, 2009, "Urban Nightlife, Social Capital, and the Public Life of Cities" *Sociological Forum*, Vol. 24, No. 4 (Dec., 2009), pp. 908-917
9. Hannerz, Ulf. 1980. *Exploring the City: Toward an Urban Anthropology*, NY: Columbia University Press. Chapter 2. Pp 19-58 2.2.
10. Harvey, David 1985 *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35
11. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
12. Kamath, Lalitha and Vijayabaskar, M, 2009. "Limits and Possibilities of Middle Class Associations as Urban Collective Actors", *Economic & Political Weekly*, June 27, 2009 vol XLIV No. 26 & 27, Pp 368 -376
13. Kumar, Nita, 1988. *The Artisans of Banaras: Popular Culture and Identity, 1880-1986*, Princeton: Princeton University Press.

RGU-CF-UG-SOC: 2023-24

14. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects.* Mariner Books: Pp 3-29, 94-118
15. Nair, Janaki “Battles for Bangalore: Reterritorialising the City”, Pp 1-21
<http://opencity.in/documents/battles-for-bangalore-reterritorialising-the-city-janaki-nair>
16. Parker, Simon. *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26.
17. Phadke, Shilpa. 2006. “You can be Lonely in a Crowd” in Sujata Patel and Kushal Deb (eds) *Urban Studies*. OUP: Delhi, Pp. 466-483. Manuel Castells, 1983, “Cultural Identity, Sexual Liberation and Urban Structure: The Gay Community in San Francisco” in *City and the Grassroots*, Pp. 138-170
18. Simmel, Georg, 1903, “Metropolis and the Mental Life” in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.
19. Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
20. Wirth, Louis. 1938. “Urbanism as a way of Life” in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

RGU-CF-UG-SOC: 2023-24
SEMESTER V
SOC-3001-CC-3530: 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

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.

RGU-CF-UG-SOC: 2023-24

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.

SOC-3001-CC-3540: TRIBES OF INDIA AND TRADITIONAL KNOWLEDGE

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

RGU-CF-UG-SOC: 2023-24

3	<p>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</p>	8	3
4	<p>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</p>	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

RGU-CF-UG-SOC: 2023-24

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.

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

RGU-CF-UG-SOC: 2023-24

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, McGrew 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.univef.org
- www.un.org
- www.who.int/en

VI SEMESTER

(UG Degree)

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

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	Contextualising 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	<p>Religion in Modern World: Contestation and Change 3.1 Modernisation, Globalization, Fundamentalism 3.2 Religion and Gender 3.3 New Forms of Religiosity, New Religious Movements and Future of Religion</p>	20	3,4
---	--	----	-----

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.
- Beteille, 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-FranzösischeJahrbücher*. 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.

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

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	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>

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.

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 help students develop a sociological understanding of how the interface between gender and society impacts every aspect of social life.

LO 2: It explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

Course Outcomes

CO 1: The students will be able to grasp the basic concepts and major theories and debates concerning gender, sex and sexuality within the discipline of sociology.

CO 2: They will be able to explore the social construction of gender in both historical and contemporary scenarios.

CO 3: It will also enable them to learn about the legal provisions available in matters pertaining to women.

CO 4: The course will help students to have an overall insight on aspects relating to gender.

Course Content

Unit No	Content	Contact Hours	CO
1	Conceptualizing Gender 1.1 Gender Sex, Sexuality, Gender budgeting, Time poverty, Gender power 1.2 Patriarchy: Ideology and Practices 1.3 LGBTQIA+: Identity, Marginalization and Assertion	15	1
2	Feminist Thought 2.1 Women's Movements: West and India 2.2 Feminist Theories 2.3 New Strands of Feminism	20	1
3	Reproduction of Gender Inequality 3.1 Family, Education and Work 3.2 Development, Market and Globalization 3.3 Gender Mainstreaming and Empowerment, State and Civil Society	15	1
4	Constitutional Safeguards and Provisions Regarding Women 4.1 Programmes and Policies regarding the upliftment of women 4.2 Personal law & customary laws 4.3 Women's rights as Human rights	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	3	3	3	2	2	2	3	3	3	2	2	2
CO2	2	2	1	1	1	1	2	2	2	1	1	1
CO3	2	2	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	2	2	1	1	1	1	1	2	1
Average	2.25	2.25	2	1.75	1.75	1.5	2	2	2	1.5	1.75	1.5

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

Suggested Readings

1. Abbott, Pamela, Melissa Tylor and Clair Wallace. 2005. *An Introduction to Sociology: Feminist perspectives*. New York. Routledge
2. Abdourahman, Omar Ismael. "Time poverty: A contributor to women's poverty." *Journal statistique africain* 11 (2010): 16-36.
3. Beauvoir, Simone. De. 1975. *The Second Sex*, Translated and edited by H.M Parshley. England. Penguin Books
4. Beneria, Louardes. 2003. *Gender, Development and Globalization*. New York. Routledge,
5. Butler, Judith. 2001. Imitation and gender insubordination in Steven Seidman and Jeffery.C. Alexander (eds.) *"The new social theory-Reader: contemporary debates"*. London and New York. Routledge
6. Caroline. Moser. (ed.) 1999. *Gender, Planning and Development*. London. Routledge. (Chapter 6)
7. Chanana, Karuna. 1998. *Socialization, Women and Education: Explorations in Gender Identity*. New Delhi. Orient Longman. (Chapt.1&4)
8. Chakarvati. Uma. 2006. *Gendering Caste- Through a Feminist Lens .Kolkatta. Stree*
9. Chodrow, Nancy. 1978. *The Reproduction of Mothering. Berkeley*. University of California Press
10. Downes, Ronnie, and Scherie Nicol. "Designing and implementing gender budgeting—a path to action." *OECD Journal on Budgeting* 20.2 (2020).
11. Engel, F. 1972. *The Origin of the Family, Private Property and the State*. London. Lawrence Wishart
12. Flavia, Agnes. 2006 *Law and Gender Inequality*. New Delhi. Oxford University Press, New Delhi
13. Fuss, Diana. 2001. *Theorizing hetero and homosexuality*, in Steven Seidman and Jeffery.C. Alexandra (eds.) *"The new social theory-Reader: contemporary debates"*. London and New York. Routledge
14. Gandhi, N. And N. Shah. 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. Street*
15. Holmes, Mary. 2007. *What is Gender? Sociological Approaches*. UK. Sage Publications
16. Judith, Grant. 1999. *Fundamental Feminism: Contesting the core concept of feminist theory*. New York. Routledge (Intro, Chap.2,3,4,5)
17. Khamis, Sahar. 2011. *The Arab "feminist spring"?* *Feminist studies*, Vol.37 .No.- 3. Feminist histories and Institutional practices

RGU-CF-UG-SOC: 2023-24

18. Kramer, Laura. 2004. *The Sociology of Gender: A Brief Introduction*. Jaipur. Rawat Publications. Jaipur (Chap. 4-6).
19. Linda, L, Lindsey. 1994. *Gender Roles: A sociological perspective*. New Jersey. Prentice hall (Chap. 1, 8)
20. Lorber, Judith and Susan. A. Forell. 1999. *The Social Construction of Gender*. London. Blackwell Publication (Intro)
21. Oakley, Ann. 1972. *Sex, Gender and Society*. New York. Harper and Row. (Intro., 3rd Chapter)
22. Ortner, Sherry. B. and Harriet Whitehead 1981. *Sexual Meanings, the cultural construction of gender and Sexuality*. Cambridge. Cambridge University Press (Intro, Chap 3, 8, 9)
23. Rege, Sharmila. 2003 *Sociology of Gender- The Challenge of feminist Sociological thought*. New Delhi. Sage Publications
24. Seidman, Steven. 2001. *From identity to Queer politics*, in Steven Seidman and Jeffery. C. Alexandra (eds.) "The new social theory-Reader: contemporary debates". London and New York. Routledge
25. Sharma, Ursula. 1983. *Women, Work and Property in North-West India*. London. Tavistock. (Chapt. 3, 5).
26. Tong, Rosemarie. 1989. *Feminist Thought: A Comprehensive Introduction*. Colorado. Westview Press

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
---	--	----	---

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. Kuppuswamy – Introduction to Social Psychology – Vikas Publishing House, New Delhi, 1975.
10. Sprott. 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

VII SEMESTER

RGU-CF-UG-SOC: 2023-24
SEMESTER VII
SOC-4001-CC-4710: 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

RGU-CF-UG-SOC: 2023-24

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. Tripathi Pvt. 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.

RGU-CF-UG-SOC: 2023-24

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.

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. Conceptualising 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. Freund, 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 plagues*. 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)

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).

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

Learning Objectives

LO 1: This course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable.

LO 2: The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.

LO 3 : The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age-old questions of power, authority and resistance and their manifestations in political institutions and political systems.

Course Outcomes

CO 1: An ability to comprehend the embeddedness of politics and the social in each other.

CO 2: It will provide familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective

CO 3: It enables to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political.

CO 4: The course would also help generate hypotheses and research questions within the theoretical perspective. It would further help understand the relationship between state and society in shaping politics in India both historically and analytically.

Course Content

Unit No	Content	Contact Hours	CO
1	Introducing Political Sociology 1.1 Meaning, Scope and Development 1.2 Political Culture and Socialization 1.3 Political Systems	20	1
2	Conceptual Moorings 2.1 Power, Authority and Resistance 2.2 Classes and Elites 2.3 State, Democracy, Citizenship and Civil Society 2.4. Nation and Nationalism	20	2,3

3	Politics and Society in India 3.1 Communalism 3.2 Secularism 3.3. Regionalism 3.4. Insurgency 3.5 Refugee crisis	20	3,4
---	--	----	-----

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	2	2	2	2	2	2	2	3	3
CO3	1	1	1	1	1	1	1	1	1	1	3	3
CO4	3	2	2	2	2	2	2	3	3	3	3	3
Average	2.25	2	2	2	2	2	2	2	2	2	3	3

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

Unit 1: Introducing Political Sociology

- Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42
- Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596
- Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19

Unit 2: Conceptual Moorings

2.1 Power, Authority and Resistance

- Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266
- Lukes, Steven. 2005. Power: A Radical View, 2nd edition, Hampshire: Palgrave, pp.14-49
- Foucault, Michel. 2002. 'The Subject and Power', in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348
- Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290

2.2. Classes and Elites

- Bottomore, Tom. 1964. Elites and Society, Harmondsworth: Penguin Books, Chs 1, 2 & 3

2.3 State, Democracy and Citizenship

- Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', The American Political Science Review, Vol. 85, No.1, pp. 77-96.
- Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45
- Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27
- Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72

Unit 3: Politics and Society in India

RGU-CF-UG-SOC: 2023-24

1. Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94
2. Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27
3. Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230
4. Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Additional Readings

1. Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94
2. Bottomore, Tom. 1964. Elites and Society, Harmondsworth: Penguin Books, Chs 1, 2 & 3
3. Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230
3. Chomsky, N.1999. Profit over People: Neoliberalism and Global Order. Seven Stories Press, pp. 7-18, 43-64
4. Foucault, Michel. 2002. 'The Subject and Power', in Power: Essential Works of Foucault, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348
5. Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27
6. Lukes, Steven. 2005. Power: A Radical View, 2nd edition, Hampshire: Palgrave, pp.14-49
7. Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45
8. Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27
9. Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', The American Political Science Review, Vol. 85, No.1, pp. 77-96.
10. Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42
11. Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19
12. Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93
13. Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72
14. Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266
15. Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596
16. Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290.

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

Learning Objectives

LO1: Understanding the interface between population and society

LO2: Familiarization with different theoretical approaches to population.

LO3: The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to learn both classical and contemporary arguments about age-old questions of power, authority and resistance and their manifestations in political institutions and political systems.

Course Outcomes

CO 1: The course aims at making the learner aware of the relationship between demography and sociology.

CO 2: It will provide an overview of the major processes bringing change in the population of a society.

CO 3: It will help the students develop an understanding of how different aspects of the population are affected by various socio-cultural, political, economic, health, and other factors

CO 4: The course would also help generate hypotheses and research questions within the theoretical perspective. It would further help understand the relationship between state and society in shaping politics in India both historically and analytically.

Course Content

Unit No	Content	Contact Hours	CO
1	Population and Society 1.1 General overview Nature, scope and characteristics of Social Demography 1.2 Relationship of Social Demography with Sociology and Economics 1.3 Relationship of Social Demography with History and Politics	15	1
2	Theoretical Approaches to Social Demography 2. 1. Malthusian 2.2. Demographic Transition 2.3. Marxist	15	2
3	Demographic Processes 3.1. Fertility 3. 2. Mortality 3.3. Migration	15	2,3

4	<p>Implementation of Population Policy in India: Learnings from the Field A Report based on the implementation of population policy and family planning programmes at the selected District and State levels.</p>	15	3
---	---	----	---

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	2	2	2	2	2	2	2	2	2
CO3	1	1	1	1	1	1	1	1	1	1	1	1
CO4	1	1	1	1	1	1	2	1	1	2	2	1
Average	1.75	1.75	1.75	1.75	1.75	1.75	2	1.75	1.75	2	2	1.75

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

Suggested Readings

1. Agarwal, S. N. (1977). India's Population Problems. Bombay: Tata McGraw-Hill.
2. Becker, G. S. (1960). An Economic Analysis of Fertility. In G. B. Roberts, Demographic and Economic Change in Developed Countries (pp. 209-240). Massachusetts: National Bureau of Economic Research,
3. Bhende, A. A., & Kanitkar, T. (1994). Principles of Population Studies. Bombay: Himalaya Publishing House.
4. Caldwell, J. C. (1996). Demography and Social Science. Population Studies, 50(3), 305-333.
5. Cox, P. R. (1970). Demography. Cambridge: Cambridge University Press.
6. Chandrasekhar, S. (2010). Infant Mortality, Population Growth and Family Planning in India: An Essay on Population Problems and International Tensions. London: Routledge.
7. Davis, K. (1951). The Population of India and Pakistan. New York: Princeton University.
8. Drèze, J., & Sen, A. (2002). India: Development and Participation. New Delhi: Oxford University Press.
9. Epstein, T. S., & Jackson, D. (2021). The Paradox of poverty: socioeconomic aspects of population growth. Delhi: Macmillan.
10. Haq, E. (2007). Sociology of Population in India. New Delhi: Macmillan.
11. Hartman, B., & Rao, M. (2015). India's Population Programme: Obstacles and Opportunities. Economic and Political Weekly, 50(44), 10-13.
12. Jeffery, P., & Jeffery, R. (2002). A Population Out of Control? Myths about Muslim Fertility in Contemporary India. World Development, 30(10), pp. 1805-1822.
13. Jeffery, R., & Jeffery, P. (1997). Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge University Press..
14. Majumdar, P. K. (2013). India's Demography: Changing Demographic Scenario in India. Jaipur: Rawat.
15. Majumdar, P. K. (2010). Fundamentals of Demography. Jaipur: Rawat.
16. Malthus, T. R. (1973). An Essay on the Principle of Population. Westminster: Penguin Classics.
17. Mandelbaum, D. G. (1974). Human fertility in India: Social components and policy perspectives.
18. Mukherjee, R. (1976). Family and Planning in India. New Delhi: Orient Longman.
19. Patel, T. (1994). Fertility Behaviour: Population and Society in a Rajasthan Village. New Delhi: Oxford University Press.
20. Premi, M. K. (2003). Social Demography: A Systematic Exposition. New Delhi: Jawahar.
21. Rao, M. (2004). From Population Control to Reproductive Health. New Delhi: Sage.

RGU-CF-UG-SOC: 2023-24

22. Rao, M. S. A (1986). Studies in Migration: internal and international migration in India. New Delhi: Manohar Publications.
23. Rubenstein, J. M. (2015). Contemporary Human Geography. Noida: Pearson India.
24. Singh, J. P. (1998). Studies in Social Demography. New Delhi: M.D. Publications.

**VIII SEMESTER
(UG DEGREE WITH
HONOURS)**

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 present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.

LO 2: Learners will have opportunities to examine the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weaknesses of each position using relevant evidence.

LO 3: The selection of texts and organization of topics is meant to enable students to examine their journey with respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant to their work.

Course Outcomes

CO 1: Develop understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities.

CO 2: Provide exposure to the historical trajectories of educational practices and cultures at various levels in India.

CO 3: Highlight the importance of cross-cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.

CO 4: Enable students to reflect on their educational trajectories and analyse their intersections with larger socio-cultural developments.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Introduction to Education and Society 1.1 Education and Socialization 1.2 Conflict/ Social Reproduction in Education 1.3 Paulo Freire: Pedagogy of the Oppressed/Banking system of education	15	1
2	Unit 2: Sociology of Education: Theoretical Perspectives 2.1 Functionalist: Emile Durkheim and Talcott Parsons 2.2 Marxian approach.	10	1,2
3	Unit 3: Development of Educational System in India 3.1 The growth of education in India- From tradition to modern period 3.2 Basic education by Gandhi 3.3 Higher Education; Adult Education; Universalisation and Equality in Education 3.4 Krishnamurti: Education, Freedom and Fear, Critical thinking	20	2,3

RGU-CF-UG-SOC: 2023-24

4	Unit 4: Higher Educational Policies in India: Critical Perspectives 4.1 Colonial India: Hunter Commission, Woods Commission and Macaulay 4.2 Post-colonial India: 1948 onwards 4.3 Transformations and Practices: RTE, NEP, Privatization of Higher Education	15	2,3,4
---	---	----	-------

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	3	3	3	3	3	3	3	3	1
CO2	2	3	1	3	3	3	3	3	3	3	3	1
CO3	2	3	1	3	3	3	3	3	2	3	2	1
CO4	2	3	1	3	3	3	3	3	3	2	2	1
Average	2	3	1	3	3	3	3	3	2.75	2.75	2.5	1

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

Suggested Readings

- Acker, S. 1994. Gendered Education: Sociological Reflections on Women, Buckingham:Open University Press.
- Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. pp. 132-151
- Apple, M. W. (1990). *Ideology and Curriculum*. New York, Routledge, and Kegan Publishing.
- Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.), London: Batsford.
- Bourdieu, Pierre. 2000. "Cultural Reproduction and Social Reproduction" pp. 56-68 in R. Arum and I. (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. McGraw-Hill Higher Education.
- Collins, Randall, 2000, "Functional and Conflict Theories on Educational Stratification" pp. 94-111 in R. Beattie & Ford (Eds.), *The Structure of Schooling: Readings in the Sociology of Education* (59-66).
- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
- Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27,14 (4):157-64.
- Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
- Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). *The RoutledgeFalmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139
- Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi:Yoda Press. pp. 191-218

13. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
14. Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67
15. Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. Modern Asian Studies. 41 (5). pp. 1033-1071
16. Gandhi, M. K, *Basic education*, 1951 - Navajivan Publication House.
17. GOI. (2009). The Right of Children to Free and Compulsory Education Act, 2009.
18. Illich, Ivan.1973. *Deschooling Society*, London: Penguin.
19. Jandhyala B G Tilak, 2012, Higher Education Policy in India in Transition, *Economic and Political Weekly*, VOL 47 No. 13 March 31 - April 06.
20. Kumar, Krishna.1989. 'Learning to be Backward' in Social Character of Learning. New Delhi: Sage. pp. 59-77
21. Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
22. National Policy on Education, 1986, (Sections II, III, IV).
23. National Education Policy 2020
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
24. Naik, J.P. 1975. Quality, Quantity and Equality in Education, New Delhi:Allied Publishers, Whole Book.
25. Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). Schools and Society: A Sociological Approach to Education. 3rd Ed. California: Pine Forge Press. (pp. 80-85).
26. Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.
27. Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. pp.4195- 4203
28. Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17
29. Willis, Paul. 1977. Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press

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

Learning Objectives

LO 1: This course is designed to allow students to reflect on the ‘environment’ as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

LO 2: The aim is to convey the fact that since environmental issues in contemporary times has come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms.

LO 3: The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connectionh between the local and the global and finally the role played by the community at large.

Course Outcomes

CO 1: Develop an understanding and conceptual framework of Environmental Sociology as a discipline and understand the dynamic between natural and social worlds from a sociological perspective.

CO 2: Inculcate a grasp on fundamental principles and core theoretical debates of the discipline.

CO 3: Understand current environmental problems and assess causes, effects and possible solutions of environmental issues and problems.

CO 4: To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Envisioning Environmental Sociology 1.1 Meaning, Nature and Scope of Environmental Sociology 1.2. Realist-Constructivist debate 1.3 Indian Environmentalism: Cultural Responses 1.4 Sustainability	20	1

RGU-CF-UG-SOC: 2023-24

2	Unit 2: Theoretical Approaches in Environmental Sociology 2.1 NEP- New Ecological Paradigm 2.2 Treadmill of Production 2.3 Ecological Modernization 2.4 Feminist environmentalism 2.5 Social Ecology	20	1,2
3	Unit 3: Environmental Movements in India 3.1 Forest based movement – Chipko 3.2 Water based movement – Narmada 3.3 Land based movements – Anti-mining and Seed	20	3,4

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	2	2	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	2	3	3	3
CO4	2	3	3	3	3	3	3	2	3	3	3	3
Average	2.75	3	3	3	3	3	3	2.75	2.5	2.75	3	3

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

Unit 1: Envisioning Environmental Sociology

1.1 Meaning, Nature and Scope of Environmental Sociology

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

1.2 Realist-Constructivist Debate

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

1.3 Indian Environmentalism: Cultural Responses

1. Key, C. (1998). Toward an indigenous Indian environmentalism. Purifying the earthly body of God: Religion and ecology in Hindu India, pp 13-34.

Unit 2: Theoretical Approaches in Environmental Sociology

2.1 Treadmill of Production

1. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, 17(3), 296-316.

2.2 Ecological Modernization

1. Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, 2(2), 92-115.

2.3 Feminist Environmentalism

1. Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.
2. Agarwal, B. 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.5 Social Ecology

1. Mukerjee, R. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' in Ramchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp (22-26).

Unit 3: Environmental Movements in India

3.1 Forest based movement – Chipko

1. Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

3.2 Water based movement – Narmada

1. Khagram, S., Riker, J. V., & Sikkink, K. (2002). Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3 Land based movements – Anti-mining and Seed

1. Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, 38(4), 576-608. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of agrarian change*, 8(2-3), 315-344.
2. Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, 299(5608), 900-902.

Additional Readings

1. Baviskar, A. (1999). In the belly of the river: tribal conflicts over development in the Narmada Valley. Oxford University Press.
2. Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.
3. Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.
4. Khagram, S., Riker, J. V., &Sikkink, K. (2002).Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. pp.206-30.
5. Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of agrarian change*, 8(2-3), 315-344.
6. Guha, R., &Alier, J. M. (1998). The environmentalism of the poor. In *Varieties of environmentalism: essays North and South*. New Delhi: Oxford University Press.
7. Osofsky, H. M. (2003). Defining Sustainable Development after Earth Summit 2002. *Loy. LA Int'l & Comp. L. Rev.*, 26, 111.

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

RGU-CF-UG-SOC: 2023-24

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.

SOC-4001-DE-4850: SOCIOLOGY OF MARGINALISED COMMUNITIES

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 sensitize the students to the significance of the sociological study of marginalized groups.

LO 2: The focus would be on communities/groups suffering poverty, deprivation and discrimination.

Course Outcomes

CO 1: Develop a sociological understanding and conceptual framework of the study of Marginalized Communities.

CO 2: Explore different theoretical perspectives and ideologies on marginalization.

CO 3: Develop an understanding of movements for marginalized communities; issues, challenges and ideologies.

CO 4: Develop an understanding of the diverse social structures of marginalized communities and measures of empowerment.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Theories on Marginalization 1.1 Marginal Man Theory 1.2 Relative Deprivation Theory 1.3 Social Exclusion	15	1,2
2	Unit 2: Movements for Marginalized groups in India 2.1 E. V. Ramasamy Periyar 2.2 Jyotibha Phule 2.3 B. R. Ambedkar 2.4 Ram Manohar Lohiya	15	3
3	Unit 3: Social Structure and Marginalization 3.1 Caste System and Marginalization 3.2 Religion and Marginalization 3.3 Patriarchy and Marginalization	15	4
4	Unit 4: Empowerment of Marginalized groups in India 4.1: Social Justice and Concept of Equality 4.2: Affirmative action of Marginalized groups 4.3: Challenges of Empowering Marginalized groups	15	4

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

	PO1	PO2	PO3	PO4	PO5	PO6	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
CO1	3	2	3	3	3	3	3	3	2	3	3	NC
CO2	3	2	3	3	3	3	3	3	3	2	3	NC
CO3	3	3	3	3	3	3	3	3	2	2	3	NC
CO4	3	3	3	3	3	3	3	3	2	2	3	NC
Average	3	2.5	3	3	3	3	3	3	2.25	2.25	3	0

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

**VIII SEMESTER
(WITH HONOURS
AND RESEARCH)**

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 present the familiar discourses, sites and practices of education in a new light by locating them in a historical and political relationship to the class, gender, caste and ethnic composition of society. In the process, the learner is enabled to critically reflect on education and its evolving and multiple meanings.

LO 2: Learners will have opportunities to examine the complex interface between the levels of institutional and everyday practices from a variety of theoretical paradigms and specific case studies. In the process, they will learn to assess the strengths and weaknesses of each position using relevant evidence.

LO 3: The selection of texts and organization of topics is meant to enable students to examine their journey with respect to 'learning' and to gain both the skills and confidence in their ability to pursue topics of interest to them and relevant to their work.

Course Outcomes

CO 1: Develop understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities.

CO 2: Provide exposure to the historical trajectories of educational practices and cultures at various levels in India.

CO 3: Highlight the importance of cross-cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education.

CO 4: Enable students to reflect on their educational trajectories and analyse their intersections with larger socio-cultural developments.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Introduction to Education and Society 1.1 Education and Socialization 1.2 Conflict/ Social Reproduction in Education 1.3 Paulo Freire: Pedagogy of the Oppressed/Banking system of education	15	1
2	Unit 2: Sociology of Education: Theoretical Perspectives 2.1 Functionalist: Emile Durkheim and Talcott Parsons 2.2 Marxian approach	15	1,2
3	Unit 3: Development of Educational System in India 3.1 The growth of education in India- From tradition to modern period 3.2 Basic education by Gandhi 3.3 Higher Education; Adult Education; Universalisation and Equality in Education 3.4 Krishnamurti: Education, Freedom and Fear, Critical thinking	15	2,3

4	Unit 4: Higher Educational Policies in India: Critical Perspectives 4.1 Colonial India: Hunter Commission, Woods Commission and Macaulay 4.2 Post-colonial India: 1948 onwards 4.3 Transformations and Practices: RTE, NEP, Privatization of Higher Education	15	2,3,4
---	---	----	-------

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	1	3	3	3	3	3	3	3	3	1
CO2	2	3	1	3	3	3	3	3	3	3	3	1
CO3	2	3	1	3	3	3	3	3	2	3	2	1
CO4	2	3	1	3	3	3	3	3	3	2	2	1
Average	2	3	1	3	3	3	3	3	2.75	2.75	2.5	1

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. Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in *Knowledge, Power and Education: The Selected Works of Michael W. Apple*. New York: Routledge. pp. 132-151
3. Apple, M. W. (1990). *Ideology and Curriculum*. New York, Routledge, and Kegan Publishing.
4. Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.), London: Batsford.
5. Bourdieu, Pierre. 2000. "Cultural Reproduction and Social Reproduction" pp. 56-68 in R. Arum and I. (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. McGraw-Hill Higher Education.
6. Collins, Randall, 2000, "Functional and Conflict Theories on Educational Stratification" pp. 94-111 in R. Beattie & Ford (Eds.), *The Structure of Schooling: Readings in the Sociology of Education* (59-66).
7. Chanana, Karuna. 2006. *Educate Girls. Prepare them for Life?* In Ravi Kumar ed. *The Crisis of Elementary Education in India*. New Delhi: Sage. pp. 200-223
8. Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
9. Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27,14 (4):157-64.
10. Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
11. Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). *The RoutledgeFalmer Reader in Sociology of Education*. London: Routledge Falmer. pp. 128-139
12. Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in *India Exclusion Report*. New Delhi: Yoda Press. pp. 191-218

RGU-CF-UG-SOC: 2023-24

13. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
14. Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67
15. Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. Modern Asian Studies. 41 (5). pp. 1033-1071
16. Gandhi, M. K, *Basic education*, 1951 - Navajivan Publication House.
17. GOI. (2009). The Right of Children to Free and Compulsory Education Act, 2009.
18. Illich, Ivan.1973. *Deschooling Society*, London: Penguin.
19. Jandhyala B G Tilak, 2012, Higher Education Policy in India in Transition, *Economic and Political Weekly*, VOL 47 No. 13 March 31 - April 06.
20. Kumar, Krishna.1989. 'Learning to be Backward' in Social Character of Learning. New Delhi: Sage. pp. 59-77
21. Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
22. National Policy on Education, 1986, (Sections II, III, IV).
23. National Education Policy 2020
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
24. Naik, J.P. 1975. Quality, Quantity and Equality in Education, New Delhi:Allied Publishers, Whole Book.
25. Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). Schools and Society: A Sociological Approach to Education. 3rd Ed. California: Pine Forge Press. (pp. 80-85).
26. Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.
27. Thapan, Meenakshi. 2006. ' 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. pp.4195- 4203
28. Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul. Chapter 1. pp. 1-17
29. Willis, Paul. 1977. Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press

RGU-CF-UG-SOC: 2023-24
SEMESTER VIII
SOC-5001-RP-4210: RESEARCH PROJECT

Credit: 12; Contact Hours: 360; Practical: 30 Hrs per week; Full Marks: 100
--

Background

Students who will secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They will do a research project or dissertation under the guidance of a faculty member of the Department of Sociology. The research project/dissertation will be in the major discipline. The students, who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

Course Outcomes

CO1: The graduates would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification; work independently, identify appropriate resources required for a project, and manage a project through to completion; exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.

CO2: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.

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	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	3	3

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

Norms

1. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
2. 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.
3. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

Learning Assessment

Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Sociology discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of ‘community

RGU-CF-UG-SOC: 2023-24

engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

(Dr. Bikash Bage)
Head
Dept. of Sociology, RGU