

PROGRAMME PROJECT REPORT (PPR)

(BA Sociology)

1. Programme's mission and objectives:

- Sociology is a science based on the study of human and the culture. The course paves the way for the social scientists, thinkers and activists in understanding the society.
- Studying sociology is beneficial both for the individual and for the society.
- Taking the course will led the learners for pursuing higher studies and also to learn and think critically about social issues and problems that confront our day-to-day society.
- The study also enriches students' lives and prepares them for careers in an increasingly diverse world.

2. Relevance of the program with HEI's Mission and Goals:

Introducing undergraduate programme in Sociology in Institute of Distance Education (IDE), Rajiv Gandhi University would enable imparting higher educational opportunities to those who were unable to continue their higher studies due to drop out, financial, remoteness and for those who are in-service. Studying Sociology will help fulfilling the demand of those distance learners in providing quality education at the door step. Its objective is also to improve gross enrollment ratio in higher education and to promote research and innovative ideas among the students. Hence, the programme is relevant to the HEI's mission and goal.

Rajiv Gandhi University aspires to be India's most vibrant, energetic, responsive and acclaimed university, to be recognized for excellence in teaching, research and providing the highest quality educational opportunities for the learners' of all communities. The University aim sat nurturing their talent by promoting intellectual growth to shape their personality and serve humanity as multi-skilled, socially responsible, creative, adaptable, and contributing and morally sound global citizens.

3. Nature of prospective target group of learners:

The programme intends to cater to those learners and dropout students who are desirous and aspire to obtain a Higher Education. The course targets especially those office goers and who are seeking for promotion to higher positions in their respective work place (such as police personnel and Group C and D Employee, etc.). And also for those who could not access due to various socio-economic conditions, inaccessibility of the geographical location and other unavoidable circumstances after their High School examination. The subject also targets those working in NGOs

sector particularly those working for the society. The aspirants for the APPSCE and other competitive examinations also choose Sociology as one of the optional papers for their exam. So the above are the target groups of the program.

4. Appropriateness of programme to be conducted in Open and Learning and/or Online mode to acquire specific skills and competence:

Open and Distance Learning mode provides quality higher education to the interested learners who left regular mode because of various reasons. The Open and Distance Learning mode helps them to acquire competencies and skills in the concerned discipline by providing instruction through counseling, study materials, advice and support. Hence, it is the appropriate mode for acquiring competencies and skills. Sociology course in Institute of Distance Education is prepared in such a manner to make self-sufficient for the learners besides providing other relevant materials. Since there are many affiliating colleges in the state, the IDE also ensures and made self-sufficient the provision of conducting counseling classes at different study centers. It also imparts in areas such as skill development programmers, vocational and continuing education, etc. After graduating a Bachelor's program in Sociology, the learners become eligible to pursue further studies in Sociology leading to becoming eligible to sit for NET Exam and Assistant Professor. Sociology is one of the most preferred subjects as optional paper for the APPSCE and UPSE aspirants.

5. Instructional Design:

The duration of programme for undergraduate program is 4 (four) years program. The institute is having Coordinators in all the affiliating colleges who assist and support the learners in case of any problems. The affiliating colleges get full support from the Institute of Distance Education, Rajiv Gandhi University. The institute also receives supporting staff from the University. The programme is imparted with the help of suitably designed syllabus which is at par the regular mode. The syllabus is developed and framed by the members of the BOS. It is worth mentioning that the instructions to the learners are generally provided by conducting counseling by the respective colleges for 10 days of 8 (Eight) hours per semester. The counseling to the learners is usually provided by the invited experts in the concerned discipline. Identification of media and student support service systems are done through counseling, discussion, Interactions with the experts the experts through Video Conferencing and WhatsApp.

6. Procedure for admissions, curriculum transaction and evaluation:

Generally, applications for admission to the programme are invited through advertisement in the newspapers, notice board and university website. Fresh admissions are taken in the month of June-July through online. Documents required like ABC ID, class ten, twelve marks sheets and certificate, ST certificate etc. Where conformation page and money receipt are to be submitted in Institution. The applications are scrutinized and applicants are admitted on the basis of merit. The merit list is prepared on the basis of percentage of marks in the higher secondary examination results.

All the learners are provided with study materials and instructions by conducting counseling. The learners are also given home assignments which are evaluated by the subject experts. For the final examination question papers are set by subject experts and accordingly evaluated.

7. Cost estimate of the programme and the provisions:

A common Annual Budget is sanctioned every year for the current financial year for expenses against all courses which is allocated under the following heads:

- i) Development of Course Materials
- ii) Student Support Services (at HQ & Centres)
- iii) Staff Training and Development
- iv) Technology Support
- v) Library
- vi) Research & Development

b. Provisions:

FEE STRUCTURE OF BACHELOR OF ARTS

Details	1stSem.	2ndSem.	3rdSem.	4thSem.	5thSem.	6thSem.	7thSem.	8thSem.
Admission Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Registration Fee	₹ 450.00							
Central Examinations Fee	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00	₹ 800.00
Continuation Fee		₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Mark sheet Fee	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00	₹ 250.00
Self-Learning Material	₹ 1,800.00	₹ 1,800.00	₹ 1,800.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00	₹ 1,500.00
Assignment Evaluation Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Identity Card Fee	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00	₹ 100.00
Centre Fee	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00	₹ 200.00
Counseling Fee	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00	₹ 300.00
Total	₹4,300.00	₹4,050.00	₹4,050.00	₹3,750.00	₹3,750.00	₹3,750.00	₹3,750.00	₹3,750.00

Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i) The Institute of Distance Education uploads all its policy decision on the website of the HEI to let the interested learners know about the programme in detail before enrollment.
- ii) Further, counseling is provided during the admission.
- iii) As the learners enrolled in a programme, the Institute of Distance Education provides Self-Learning Materials.
- iv) The Institute of Distance Education shares all the information to the learners by uploading in the university website and through E-mail and Postal services. In recent times, social media like Facebook and WhatsApp have also become integral parts of the dissemination of information on quality assurance.
- v) In every academic session, the Institute of Distance Education provides 10 (ten) days counseling programme to the learners besides contact through telephonic conversation and sharing through WhatsApp group about their problems and issues, etc.
- vi) Above these, the academic staff of the Institute of Distance Education takes thereby addresses all the grievances of the learners during working hours.

b. Expected programme outcomes:

The programme is designed to provide higher education to students. It will help learners to acquire knowledge and skills and promote human resources development. It would also help the learners to sit for competitive examinations and also for job.

Requirement of the laboratory support and library resources.

As distance education does not run the subject related to practical and laboratory base subject, Institution of distance education has their own library in institution for distance student available thought out the year open during working hours, also, they are allowed to benefit from the University Library.

Requirement of the laboratory support and Library Resources:

The proposed discipline being Social Sciences, the laboratory facilities are not required.

Library Resources:

- a. The Central Library of the University
- b. Dedicated Library at IDE, RGU
- c. Separate Libraries at the Study Centres

**CURRICULUM FRAMEWORK FOR
UNDER-GRADUATE PROGRAMME IN
SOCIOLOGY
(ODL MODE)**

**AS PER NATIONAL EDUCATION POLICY (NEP)-
2020**



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2024

1.1 THE PREAMBLE

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.

1.2 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.

1.3 Certification Criteria (Multiple Exit Options)

UG Certificate (Programme Code: IDE- 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: IDE- 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: IDE- 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: IDE-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.

1.4 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.
- **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

1.5. Structure of the Four Year Undergraduate Programme in Sociology

*1 credit for lecture = 30 hours in a semester (Therefore, 90 hours of learning in semester = 3credits)

**1 credit for Assignment

1.6 Programme Educational Objectives (PEOs)

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

PEO1: Inculcate strong interest in learning sociology by orienting the students towards scientific study of social behaviour.

PEO2: Evolve broad and balanced knowledge and understanding of definitions, key, concepts, principles and theories in Sociology.

PEO3: Enable learners/students to apply the knowledge and skills acquired by them during the programme to solve specific theoretical and applied problems in sociology.

PEO4: Develop in students the ability to apply relevant tools developed in sociological theory to handle issues and problems in social sciences.

PEO5: Provide students with sufficient knowledge and skills that enable them to undertake further studies in sociology and related disciplines

PEO6: Equip the students with basic skills and fundamentals of Research.

1.7 Programme outcomes (POs)

After completing the programme the students will be able to:

PO1: Understand basic concepts of pure and applied sociology.

PO2: Get a holistic understanding of society

PO3: Pursue higher studies in the subject to take part in the academic upliftment of the subject.

PO4: Explain complex phenomenon through its underlying structures

PO5: Take up Research and Projects.

PO6: Write research papers and give presentations in seminars and conferences.

RGU-CF-UG-IDE-SOC: 2023-24

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

NCR F Cred it 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 Credit/Sem	
		Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit	Course Code and Name	Credit		
4.5	I	Major 1 (IDE- SOC-1001- CC-1110) Introduction to Sociology I	4	Minor 1 (IDE- SOC- 1001-MC- 1110) Polity and Society in India	4	MDC 1 (IDE- SOC- 1001-MD-1110) Religion in India	3	AECC 1 (ENG- 1001-AE- 1110)	4	SEC 1 (IDE- SOC- 1001-SE-0010) Theorising Development	3	VAC 1 (IDE- SOC- 1001-VA-0010) Tribes of India	2			20	
	II	Major 2 (IDE- SOC-1001- CC-1210) Introduction to Sociology II	4	Minor 2 (IDE- SOC- 1001-MC-1210) Gender Sensitization	4	MDC 2 (IDE- SOC- 1001-MD- 1210) Social Demography of India	3	AECC 2 (HIN-1001- AE-1210)	4	SEC 2 (IDE- SOC- 1001-SE-0020) Communicatio n Skills	3	VAC 2 (IDE- SOC- 1001-VA-0020) Indian Constitution and Social Legislations	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 (IDE- SOC-2001- CC-2310) Social Thinkers I	4	Minor 3 (IDE- SOC- 2001-MC-2310) Family, Marriage and Kinship	4	MDC 3 (IDE- SOC- 2001-MD- 2310) Social problems and Issues of Development in India	3			SEC 3 (IDE- SOC- 2001-SE-0030) Human Resource Management	3	VAC 3 (IDE- SOC- 2001-VA-0030) Traditional Knowledge	2			20	
		Major 4 (IDE- SOC-2001- CC-2320) Environmental Sociology	4														
	IV	Major 5 (IDE- SOC-2001- CC-2410) Rural and Agrarian Sociology	4	Minor 4 (IDE- SOC- 2001-MC- 2410) Sociology of Work and Industry	4												20
		Major 6 (IDE- SOC-2001-	4														

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		CC-2420) Social Stratification																			
		Major 7 (IDE- SOC-2001-CC-2430) Social Thinkers II	4																		
		Major 8 (IDE- 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 (IDE- SOC-3001-CC-3510) Sociology of NE India	4	Minor 5 (IDE- SOC-3001-MC-3510) Life Skills and Education	4													Internship (INT-3001-CO-0010)	2	20	
		Major 10 (IDE- SOC-3001-CC-3520) Urban Sociology	4																		
		Major 11 (IDE- SOC-3001-CC-3530) Media, Culture and Society	4																		
		Major 12 (IDE- SOC-3001-CC-3540) Social Change and Social Movement	2																		
	VI	Major 13 (IDE- SOC-3001-CC-3610) Sociology of Religion	4	Minor 6 (IDE- SOC-3001-MC-3610) Elements of Social Psychology	4																20
		Major 14 (IDE- SOC-3001-CC-3620) Rethinking Development	4																		
		Major 15 (IDE- SOC-3001-CC-3630)	4																		

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		DE-4850) Sociology of marginalized communities													
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)															
Total credits (Fourth Year)		94	32	9	8	9	6								160

*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.

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

I Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Learning Hours
		IM	EM	T			
IDE- SOC-1001-CC-1110	Introduction to Sociology I	30	70	100	3:1	4	90
IDE- SOC-1001-MC-1110	Polity and Society in India	30	70	100	3:1	4	90
IDE- SOC-1001-MD-1110	Religion in India	30	70	100	2:1	3	60
ENG-1001-AE- 1110	AECC 1	30	70	100	3:1	4	90
IDE- SOC-1001-SE-0010	Theorising Development	30	70	100	2:1	3	60
IDE- SOC-1001-VA-0010	Tribes of India	30	70	100	1:1	2	30
Total Credit						20	420

**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:A	Credit	Learning Hours
		IM	EM	T			
IDE- SOC-1001-CC-1210	Introduction to Sociology II	30	70	100	3:1	4	90
IDE- SOC-1001-MC-1210	Gender Sensitization	30	70	100	3:1	4	90
IDE- SOC-1001-MD-1210	Social Demography of India	30	70	100	2:1	3	60
HIN-1001-AE- 1210	AECC 2	30	70	100	3:1	4	90
IDE- SOC-1001-SE-0020	Communication Skills	30	70	100	2:1	3	60
IDE- SOC-1001-VA-0020	Indian Constitution and Social Legislations	30	70	100	1:1	2	30
Total Credit						20	420

**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:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-2001-CC-2310	Social Thinkers I	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2320	Environmental Sociology	30	70	100	3:1	4	90
IDE- SOC-2001-MC-2310	Family, Marriage and Kinship	30	70	100	3:1	4	90
IDE- SOC-2001-MD-2310	Social problems and Issues of Development in India	30	70	100	2:1	3	60
IDE- SOC-2001-SE-0030	Human Resource	30	70	100	2:1	3	60
IDE- SOC-2001-VA-0030	Traditional Knowledge	30	70	100	2:0	2	30
Total Credit						20	420

**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**

IV Semester

Paper Code	Title	Marks			Credit Distribution L:T:P	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-2001-CC-2410	Rural and Agrarian Sociology	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2420	Social Stratification	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2430	Social Thinkers II	30	70	100	3:1	4	90
IDE- SOC-2001-CC-2440	Media and Society	30	70	100	3:1	4	90
IDE- SOC-2001-MC-2410	Sociology of Work and Industry	30	70	100	3:1	4	90
Total Credit						20	450

**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**

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

V Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-3001-CC-3510	Sociology of NE India	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3520	Urban Sociology	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3530	Media, Culture and Society	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3540	Social change and Social Movement	30	70	100	2:0	2	30
IDE- SOC-3001-MC-3510	Life Skills and Education	30	70	100	2:0	4	90
INT-2001-CO-0010	Internship	-	-	-	0:2	2	
Total Credit						20	450

**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**

VI Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-3001-CC-3610	Sociology of Religion	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3620	Rethinking Development	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3630	Pioneers of Indian Sociology	30	70	100	3:1	4	90
IDE- SOC-3001-CC-3640	Sociology of Gender	30	70	100	3:1	4	90
IDE- SOC-3001-MC-3610	Elements of Social Psychology	30	70	100	3:1	4	90
Total Credit						20	450

**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 PROGRAM IN SOCIOLOGY (IV year)

VII Semester

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-4001-CC-4710	Social Pathology	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4720	Sociology of Health	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4730	Political Sociology	30	70	100	3:1	4	90
IDE- SOC-4001-CC-4740	Population and Demography	30	70	100	3:1	4	90
IDE- SOC-4001-MC-4710	(SWAYAM)	30	70	100	3:1	4	90
Total Credit						20	450

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*

VIII Semester (UG Degree with Honours)

Paper Code	Title	Marks			Credit Distribution L:A	Credit	Teaching Hours
		IM	EM	T			
IDE- SOC-4001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4810)	Indian social structure and sociological perspectives	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4830)	Social Psychology	30	70	100	3:1	4	90
Choose one (IDE- SOC-4001-DE-4850)	Sociology of marginalized communities	30	70	100	3:1	4	90
IDE-SOC-4001-MC-4810	(SWAYAM)	30	70	100	3:1	4	90
Total Credit						20	450

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*

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

SEM	Paper Code	Title	Maximum Marks			Credit Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE-SOC-1001-CC-1110	Introduction to Sociology I	30	70	100	3:1	4	90
II	IDE- SOC-1001-CC-1210	Introduction to Sociology II	30	70	100	3:1	4	90
III	IDE- SOC-2001-CC-2310	Social Thinkers -I	30	70	100	3:1	4	90
III	IDE- SOC-2001-CC-2320	Environmental Sociology	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2410	Rural Sociology and Agrarian Sociology	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2420	Social Stratification	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2430	Social Thinkers-II	30	70	100	3:1	4	90
IV	IDE- SOC-2001-CC-2440	Media and Society	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3510	Sociology of NE India	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3520	Urban Sociology	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3530	Media, Culture and Society	30	70	100	3:1	4	90
V	IDE- SOC-3001-CC-3540	Sociology of Social Movements	30	70	100	1:1	2	90
VI	IDE- SOC-3001-CC-3610	Sociology of Religion	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3620	Rethinking Development	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3630	Pioneers of Indian Sociology	30	70	100	3:1	4	90
VI	IDE- SOC-3001-CC-3640	Sociology of Gender	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4710	Social Pathology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4720	Sociology of Health	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4730	Political Sociology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-CC-4740	Population and Demography	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4810	Indian Social Structure and Sociological Perspectives	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4830	Social Psychology	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-DE-4850	Sociology of Marginalized Communities	30	70	100	3:1	4	90
VIII	IDE- SOC-5001-CC-4810	Sociology of Education	30	70	100	3:1	4	90
Total							112	

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-MC-1110	Polity and Society	30	70	100	3:1	4	90
II	IDE- SOC-1001-MC-1210	Gender Sensitization	30	70	100	3:1	4	90
III	IDE- SOC-2001-MC-2310	Family, Marriage and Kinship	30	70	100	3:1	4	90
IV	IDE- SOC-2001-MC-2410	Sociology of Work and Industry	30	70	100	3:1	4	90
V	IDE- SOC-3001-MC-3510	Life skills and Education	30	70	100	3:1	4	90
VI	IDE- SOC-3001-MC-3610	Elements of Social Psychology	30	70	100	3:1	4	90
VII	IDE- SOC-4001-MC-4710	(SWAYAM)	30	70	100	3:1	4	90
VIII	IDE- SOC-4001-MC-4810	(SWAYAM)	30	70	100	3:1	4	90
Total							36	

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-MD-1110	Religion in India	30	70	100	2:1	3	60
II	IDE- SOC-1001-MD-1210	Social Demography of India	30	70	100	2:1	3	60
III	IDE- SOC-2001-MD-2310	Social Problems and Issues of development in India	30	70	100	2:1	3	60
Total							9	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-SE-0010	Theorising Development	30	70	100	2:1	3	60
II	IDE- SOC-1001-SE-0020		30	70	100	2:1	3	60
III	IDE- SOC-2001-SE-0030		30	70	100	2:1	3	60
Total							9	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

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

SEM	Paper Code	Title	Maximum Marks			Credits Distribution	Total Credit	Teaching Hours
			I	E	T	L:A		
I	IDE- SOC-1001-VA-0010	Tribes of India	30	70	100	2:1	2	30
II	IDE- SOC-1001-VA-0020	Indian Constitution and Social Legislation	30	70	100	2:1	2	30
III	IDE- SOC-2001-VA-0030	Traditional Knowledge	30	70	100	2:1	2	30
Total							8	90

*I= Internal Marks, E= External Marks, T=Total

*L=Lecture, T=Tutorial, P=Practical

I SEMESTER

SEMESTER I
IDE-SOC-1001-CC-1110: INTRODUCTION TO SOCIOLOGY I

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives:

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

LO 2: To provide a foundation for the other more detailed and specialized courses in Sociology and its interdisciplinary nature.

Course Outcomes:

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

CO 2: To familiarise 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.	10	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.	10	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

Unit 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp.1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology and Social Anthropology

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

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

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

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.

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

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

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

3.3. Society and Culture

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

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

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

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]

References:

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, ‘Social Anthropology and Some Other Sciences of Man’, Pp. 25-29.

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, ‘Sociology and Social Anthropology’

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, ‘Sociology and Common Sense’, Pp. 13-27

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

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, ‘Sociologists and Historians’, Pp.13-30.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, ‘Work and Wealth of Primitive Communities’, Pp. 71-97

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’

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.

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229.

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

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

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

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

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*.

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-4

SEMESTER I**IDE- SOC-1001-MC-110: POLITY AND SOCIETY IN INDIA**

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

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

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

Course Outcomes:

CO 1: Understand the interplay of society and polity.

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

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

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

Course Content

Unit No	Content	Contact Hours	CO
1	On Studying Politics and Society in India 1.1. Meaning, Nature, Scope and Significance.	10	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.	10	4

Unit 1: On Studying Politics and Society in India

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

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

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. Pp. 1-39

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.)

Rethinking Third World Politics, London: Longman. pp. 72-99

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

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, ‘The Social Character of the Indian State’, in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Identities: Nation, Caste, Religion and Ethnicity

Baruah, Sanjib. ‘Politics of Subnationalism: Society versus State in Assam’, From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

Sathyamurthy, T.V. 1997, ‘Indian Nationalism: State of the Debate’, in *Economic and Political Weekly*, vol.32 (14), p.715-721

Weiner, Myron. 2001, ‘The Struggle for Equality: Caste in Indian Politics’, in A. Kohli (ed.), *The Success of India’s Democracy*, Cambridge: Cambridge University Press, pp.193-225

2.3. Political Institutions and Democratic Processes

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

Michelutti, Lucia. 2007, ‘The Vernacularization of Democracy: Political Participation and Popular Politics in North India’, *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Unit 3: Protest and Resistance in Indian Politics

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

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]

References:

Baruah, Sanjib. ‘Politics of Subnationalism: Society versus State in Assam’, From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520.

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

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

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

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

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

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

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

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

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

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

SEMESTER I
IDE- SOC-1001-MD-1110: RELIGIONS OF INDIA

Credit: 4; Contact Hours: 90; 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 practised 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.	15	1, 2
2	Aspects of religion in India 2.1 Sacred knowledge, Sacred space, Sacred time and Sacred persona.	10	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.	15	3,4

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	-	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]

References

Baird, Robert D. (ed.). 1995 (3rd edition). *Religion in modern India*. Delhi: Manohar.

Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134-150.

Hefner, R.W., 1998. Multiple modernities: Christianity, Islam, and Hinduism in a globalizing age. *Annual review of Anthropology*, 27(1), pp.83-104.

Jones, Kenneth W. 1989. *Socio-religious reform movements in British India* (The new Cambridge history of India III-1). Hyderabad: Orient Longman

Keddie, N.R., 1998. The new religious politics: where, when, and why do “fundamentalisms” appear? *Comparative studies in society and history*, 40(4), pp.696-723.

Madan, T.N. 1991. ‘Secularism in its Place’ in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.

Madan, T.N. (ed.). 1992 (enlarged edition). *Religion in India*. New Delhi: Oxford University Press.

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

Momin. A.R., 2004. ‘The Indo-Islamic Tradition’ in Robinson, R. (ed.) *Sociology of Religion in India*. New Delhi: Sage. pp 84-99.

Muzumdar, H.T. 1986. *India’s religious heritage*. New Delhi: Allied.

Roberts, Keith A. 1984. *Religion in sociological perspective*. New York: Dorsey Press. Shakir, Moin (ed.). 1989. *Religion, state and politics in India*. Delhi: Ajanta Publications. Turner, Bryan S. 1991 (2nd edition). *Religion and social theory*. London:Sage.

Robinson, R. 2003. ‘Christianity in the Context of Indian Society and Culture’ in Das Veena (ed.), *Oxford Indian Companion to Sociology and Social Anthropology*, OUP: New Delhi, pp. 884- 907.

Sontheimer, Gunther-Dietz, and Hermann Kulke. *Hinduism Reconsidered*. New Delhi: Manohar, 2001. Hinduism: The Five Components and their Interaction. pp. 305 – 322.

SEMESTER I**IDE- SOC-1001-SE- 0010: THEORISING DEVELOPMENT**

Credit: 4; Contact Hours: 90; Full Marks: 100

Learning Objectives

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

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

Course Outcomes

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

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

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

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

Course Content

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

Unit 1: Defining Development

McMichael, Philip. 2000, *Development and Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40

Sen, Amartya. 1989, "Development as Capabilities Expansion." *Journal of Development Planning* 19: 41 – 58.

Unit 2: Theories of Development

2.1. Modernization (W. W Rostow)

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

2.2. Dependency (A. G Frank, Wallerstein)

Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China*, 4(3), 341-350. Retrieved April 20, 2021, from

<http://www.jstor.org/stable/188950>

Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

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

Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29

Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Unit 3: Indian experiences of development

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

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

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

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]

References

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- Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,
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- McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
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- Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.
- Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30
- Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Pres

SEMESTER I
IDE- SOC-1001-VA-0010: TRIBES OF INDIA

Credit: 2; Contact Hours: 30; Full Marks: 100

Learning Objectives

LO 1: The objective of this course is to provide a comprehensive profile of tribes in India.

LO 2: The learners will be introduced to the cultural and demographic diversity of tribal population in India.

Course outcomes

CO 1: Students will be able to understand and analyze the classification and distribution of Tribes in India.

CO 2: Understand the tribal population in terms of their demographic features, social structure and cultural patterns

CO 3: Understand the socio- cultural challenges faced by them.

CO 4: Students identify tribal problems and evaluate development programmes and Constitutional safeguards of tribes.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Conceptualizing Tribe</p> <p>1.1 Defining Tribe;</p> <p>1.2 Demographic profile: habitat, distribution and concentration of tribal people;</p> <p>1.3 Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, settled agriculturists and artisans.</p>	10	1,2
2	<p>Tribal Issues</p> <p>2.1 Contact with other tribal and non- tribal groups;</p> <p>2.2 Ethnicity;</p> <p>2.3 Influence of Hindu and Christian Religious groups;</p> <p>2.4 Forced displacement.</p> <p>2.5 Policies and Legislations</p>	10	3,4

Mapping of POs/PSOs with Cos

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

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

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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 Delhi

Bose, Nirmal Kumar 1971. *Tribal Life in India*. National Book Trust: New Delhi

Dube, S.C. (ed.) 1977. *Tribal Heritage of India*. (Volume 1). Vikas: New Delhi

Elwin, Verrier 1968. *Myths of the North-East Frontier of India*. North-East Frontier Agency: Shillong

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

Ghurye, G.S. 1983. *The Scheduled Tribes*. Popular Book Depot: Bombay

Hasnain, Nadeem. (1983). *Tribal India Today*. New Delhi: Harnam Publications.

Louis, P. (2008). (Ed). *Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations*. New Delhi: MANAK.

Sarkar, Jayanta and Jyotirmoy Chakrobarty 2003. *Transition, Change and Transformation: Impacting the Tribes in India*. Anthropological Survey of India: Kolkata

Singh, Amarkumar and Jabbi, M.K. 1996. *Status of Tribals in India, Health, Education and Employment*. Har Anand Publications: New Delhi

Von Fürer-Haimendorf, C. 1982. *Tribes in India: The Struggle for Survival* Oxford Univ. Press: Delhi

Von Fürer-Haimendorf, C. 1983. *Modem Development and Traditional Ideology among Tribal Societies*. Ethnographic and Folk Culture Society: Lucknow

II SEMESTER

(UG Certificate)

SEMESTER II

IDE- SOC-1001-CC-1210: INTRODUCTION TO SOCIOLOGY II

Credit: 4; Learning Hours: 90; Full Marks: 100
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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 focus is on studying from the original texts to give the students an idea of how over a period of time thinkers have conceptualized various aspects of society.

LO 3: The objective is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. The students will be able to understand since theories are a reflection of changes taking place in society, thus, each subsequent set of theoretical approaches will either support, critique, identify logical flaws and gaps in the preceding arguments.

LO 4: The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Outcomes

CO 1: The students are introduced to the relationship between theory and perspectives.

CO 2: This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

CO 3: Students will understand how evolutionary and functionalist perspectives explain social change and the role of institutions in maintaining societal stability.

CO 4: Students will learn to apply conflict and feminist perspectives to identify and critique power dynamics, gender inequalities, and propose solutions for systemic injustices.

Course Content

Unit No.	Content	Contact Hours	CO
1	Perspectives in Sociology-I 1.1. Evolutionary perspective; 1.2. Functionalism	10	1,2,3
2	Perspectives in Sociology-II 2.1. Interpretive Sociology; 2.2. Symbolic Interactionism.	15	1,2
3	Perspectives in Sociology-III 3.1. Conflict perspective; 3.2. Feminist Perspective.	15	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. Evolutionary Perspective

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

1.2. Functionalism

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

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

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

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, ‘Social Interaction in Everyday Life’, Pp. 247-280.

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Unit 3: Perspectives in Sociology-III

3.1. Conflict perspective

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

3.2. Feminist Perspective

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

References

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 - 77

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

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

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

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

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp.49-69

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

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

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.

SEMESTER II
IDE- SOC-1001-MC-1210: GENDER SENSITIZATION

Credit: 4; Learning Hours: 90; Full Marks: 100
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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 laws 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 preference.

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	1	1
2	Gender, Family, Community and the State 2.1. Gender socialization 2.2. Gender based division of labour 2.3. Private/Public divide 2.4. Triple burden	1	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	1	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	1	4
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Unit : Sex, Gender and Sexuality

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

Geetha, V. 2002, *Gender*. Calcutta: Stree

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

Murty, Laxmi and Rajarshi Dasgupta. 2012, '*Our Pictures, Our Words - A Visual Journey Through The Women's Movement*'. New Delhi: Zubaan

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

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue.

Economic and Political Weekly February 19: 709 -722

Films: Izzat nagriki Asabhya Betiyan Dir: Nakul Singh Sawhney

Unit 3: Gender Rights and the Law

For all the laws relating to women please refer to the following resource:

<http://new.nic.in/frmLLawsRelatedtoWomen.aspx>

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

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

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.

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]

References

- Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women Geetha, V. 2002, Gender. Calcutta: Stree
- Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)
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- Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722
- 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.

SEMESTER II**IDE- SOC-1001-MD-1210: SOCIAL DEMOGRAPHY OF INDIA**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

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

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

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

Course Outcomes

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

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

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

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

Course Content

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

Mapping of POs/PSOs with Cos

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

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

References

Census of India Latest Reports

NFHS Latest Reports

Bloom, David. 2011. '7 Billion and Counting', Science, Vol. 333, No.562.

doi:10.1126/science.1209290

Bose, Asish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991.

Bose, Ashish. 2001. Population of India, 2001 Census Results and Methodology. B.R. Publishing Corporation. Delhi.

Davis, Kingsley. 1951. The Population of India and Pakistan. Russel and Russel. New York. India,

2022. A Reference Annual. Publications Division, Government of India. New Delhi.

Kirk, Dudley. 1968. 'The Field of Demography', in Sills, David. ed. International Encyclopaedia of the Social Sciences. The Free Press and Macmillan. New York.

Premi, M.K. et al: An Introduction to Social Demography Delhi: Vikas Publishing House, 1983.

Rajendra Sharma: Demography and Population Problems New Delhi: Atlantic Publishers, 1997.

Srivastava, O.S.: Demography and Population Studies New Delhi: Vikas Publishing House, 1994.

SEMESTER II**IDE- SOC-1001-SE-0020: COMMUNICATION SKILLS**

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

LO 1: Understand the nature importance of communication.

LO 2: Learn the process involved in communication.

Course Outcomes:

CO 1: Enhance the skills of public speaking

CO 2: Develop interview skills

CO 3: Acquire presentation skills

CO4: Effectively play their roles in group discussions

Course Content

Unit No	Content	Contact Hours	CO
1	Basics of Communication 1.1 Nature and importance of communication 1.2 Process of Communication 1.3 Principles of communication 1.4 Barriers to effective communication 1.5 Strategies for effective communication	10	1
2	Presentation Skills 2.1 Preparation of a good presentation 2.2 Verbal communication in presentation 2.3 Non-verbal communication in presentation 2.4 Visual aids/Materials in presentation 2.5 Analyzing audience and managing questions	10	3
3	Interviews and Group Discussions 3.1 Interview and its types 3.2 Before, during and after an interview 3.3 Do's and Don'ts in an interview 3.4 Basic Interview questions 3.5 Structure and process of Group Discussions 3.6 Role functions, Do's and Don'ts	10	2,4

Mapping of POs/PSOs with Cos

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

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

Recommended Activities:

- Presenting seminar papers.
- Mock interviews.
- Using Power point presentations in seminars.
- References:
- Working in English, Jones, Cambridge
- Business Communication, Raman –Prakash, Oxford
- Speaking Personally, Porter-Ladousse, Cambridge
- Speaking Effectively, Jermy Comfort, et.al, Cambridge
- Anjanee Sethi & Bhavana Adhikari, Business Communication, Tata McGraw Hill
- Jermy Comfort, Speaking Effectively, et.al, Cambridge

SEMESTER II**IDE- SOC-1001-VA-0020: INDIAN CONSTITUTION AND SOCIAL LEGISLATION**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: Social legislation has to keep pace with newer and newer needs of the society. Speed is an important dimension of the judicial-legal system to aid the deliverance of welfare services to the people.

LO 2: Social legislation to address these requirements. The aim of this paper is to understand the constitutional provisions and welfare goals of the government in India.

Course Outcomes

CO 1: It will enable the students to understand their rights and duties as Indian citizens. They will learn about various constitutional provisions available for the disadvantaged groups.

CO 2: Develop a comprehensive understanding of the fundamental rights and duties outlined in the Constitution of India, along with the Directive Principles of State Policy and related instruments that guide the welfare goals of the state.

CO 3: Gain insights into how social legislation functions as an instrument of social welfare and a catalyst for social change, recognizing its potential to shape societal norms and improve quality of life.

CO 4: Critically assess the limitations and challenges of implementing social legislation, understanding the practical constraints and obstacles that may hinder its effectiveness in achieving intended social reforms.

Course Contents

Unit No	Content	Contact Hours	CO
1	Constitution of India 1.1 Fundamental rights and duties; 1.2 Directive Principles of State Policy and related instruments of the constitution initiating the welfare goals of the state.	10	1,2
2	Social Legislations 2.1 Social Legislation as an instrument of social welfare and as instrument of social change; 2.2 Limitations of social legislation;	10	1,3,4

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-	-	-	-	-	-		-	-	-	1	1	-
CO2	-	-	1	1	1	-		-	-	-	1	-	1
CO3	-	-	1	1	1	1		1	-	-	1	-	1
CO4	-	-	-	1	-	-		-	1	1	1	-	-
Average	-	-	0.5	0.75	0.5	0.25		0.25	0.25	0.25	1	0.25	0.50

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

References

Antony, M.J. Social Action Through Courts, New Delhi, ISI, 1997.
 Bhatia, K.L. Law and Social Change Towards 21st Century, New Delhi, Deep and Deep, 1994
 Indian Social Institute. Annual Survey of Indian Law, New Delhi, ISI, 1998.
 Katalia &Majundar. The Constitution of India: New Delhi, Orient Publishing Company, 1981
 Kulkarni, P.D. Social Policy and Social Development in India. Madras. ASSWI, 1979.
 Pathak, S. Social Welfare: An Evolutionary and Development Perspective, Delhi: McMillan, 1981
 Patil, B.R. The Economics of Social Welfare in India, Bombay, Somayya, 1978
 Robert, F.M. Law and Social Change-Indo-American Reflections, New Delhi, ISI.
 Shams Shamsuddin. Women, Law and Social Change, New Delhi, Ashish Publishing House, 1991

III SEMESTER

SEMESTER III
IDE- SOC-2001-CC-2310: SOCIAL THINKERS-I

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: To enable them to apply theory to their own everyday life experiences.

LO 2: To develop in students' sociological imagination and their capacity to read each situation sociologically and then think about it theoretically.

Course Outcomes

CO 1: Understanding the grand 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.	15	1
2	Max Weber 2.1. Social Action; 2.2. Ideal Types; 2.3. Religion and Economy.	10	2,4
3	Emile Durkheim 3.1. Social Fact; 3.2. Nature of Solidarity, Suicide; 3.3. Sacred and Profane.	15	3,4

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]

References

Durkheim, E. 1951. Suicide: A Study in Sociology. New York: The Free Press, pp. 4156, 145 151.

Durkheim, E. 1958. The Rules of Sociological Method. New York: The Free Press. pp. 48107, 119144

Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.

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).

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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

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.

SEMESTER III
IDE- SOC-2001-CC-2320: ENVIRONMENTAL SOCIOLOGY

Credit: 4; Learning Hours: 40; Full Marks: 100
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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 connect 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.	15	1
2	Unit 2: Theoretical Approaches in Environmental Sociology 2.1 NEP- New Ecological Paradigm; 2.2 Treadmill of Production; 2.3 Ecological Modernization;	15	1,2

	2.4 Feminist environmentalism; 2.5 Social Ecology.		
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.	10	3,4

Unit 1: Envisioning Environmental Sociology

1.1 Meaning, Nature and Scope of Environmental Sociology

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5
 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

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

1.3 Indian Environmentalism: Cultural Responses

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

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

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

2.3 Feminist Environmentalism

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

2.5 Social Ecology

Mukerjee, Radhakamal. 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 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

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

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.
 Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. Science, 299(5608), 900-902.

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PESO3	PSO4	PSO 5	PSO 6
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]

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- 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. .
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SEMESTER III**IDE- SOC-2001-MC-2310: SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP**

Credit: 4; Learning Hours: 90;; 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.

LO 3: Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Outcomes

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

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

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

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

Course Content

Unit No	Content	Contact Hours	CO
1	Introduction 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence; 1.2 Approaches: 1.2.1 Descent; 1.2.2 Alliance; 1.2.3 Cultural.	15	2
2	Family, Household and Marriage 2.1 Types of Family; 2.2. Types of Residence; 2.3. Types of Marriage.	10	2
3	Re-casting Kinship 3.1 Relatedness; 3.2 Kinship and Gender; 3.3 Re-imagining Families; 3.4 New Reproductive Technologies.	15	1,3

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

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SEMESTER III**IDE- SOC-2001-MD-2310: SOCIAL PROBLEMS AND ISSUES OF DEVELOPMENT IN INDIA**

Credit: 3; Learning Hours: 60; 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 the 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.	5	3
2	Social problems 2.1 Cybercrime; 2.2 Drug Addiction; 2.3 Suicide; 2.4 Terrorism; 2.5. Corruption.	10	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.	5	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

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

References

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SEMESTER III**IDE- SOC-2001-SE-0030: HUMAN RESOURCE MANAGEMENT**

Credit: 3; Learning Hours: 60; Full Marks: 100

Learning Objectives:

LO1: To develop a clear understanding of principles of human resource management

LO2: To develop an understanding about workforce management in any organization through training development and motivation.

Course Outcomes:

CO1: This course will introduce students to the basic principles, importance policies relating to human resource management

CO2: It will provide students with a clear insight on manpower planning, recruitment and job analysis in an organisation.

CO3: It will also help them understand the importance of training and development of employees for organizational growth.

CO4: The course help students learn about the relationship between Performance Management, Appraisal, Employee Motivation and Organizational growth.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Introduction to Human Resources Management</p> <p>1.1 Definition, Importance, objectives of human Management, Qualities of a good personnel manager.</p> <p>1.2 Evolution and growth of Personnel Management.</p> <p>1.3 Types, significance and advantage of Human Resource Policies</p> <p>1.4 Human Resources policies and work Culture.</p>	8	1
2	<p>Human Resource Planning, Recruiting and Job analysis</p> <p>2.1 Long- and Short-term planning, Job Analysis, Skills inventory, Job Description and Job Specification.</p> <p>2.2 Recruitment and selection; Purposes, types and methods of recruitment and selection, Relative merits and demerits of the different methods; Personnel Search, Selection Instruments, Reduction of recruitment costs.</p> <p>2.3 The basics of job analysis, Job analysis in a worker</p>	12	2

	empowered world,		
3	<p>Training and Developing employees</p> <p>3.1 Introduction to orienting and training employees</p> <p>3.2 Analysing training needs, designing training program and implementing programs,</p> <p>3.2 Implementing Management Development programs, managing organizational change programs,</p> <p>3.4 Evaluating the training effort</p>	10	3
4	<p>Performance Management, Appraisal and Employee Motivation</p> <p>4.1 Basic concepts in performance management and appraisal,</p> <p>4.2 Techniques of performance appraisal, performance appraisal problems, appraisal interview, performance management.</p> <p>4.3 Stress and conflict management in organization,</p> <p>4.4 Providing incentives, empowerment of employees, attention to women related issues.</p>	10	4

Mapping of POs/PSOs with COs

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	2	1	1	1	3	2	1	1	1	1
CO2	2	3	3	2	1	1	1	3	1	1	1	2
CO3	2	2	1	1	1	1	1	1	1	1	1	1
CO4	2	1	1	1	1	1	1	2	1	1	1	1
AVERAGE	2.25	2	1.75	1.25	1	1	1.5	2	1	1	1	1.25

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

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SEMESTER III**IDE- SOC-2001-VA-0030: TRADITIONAL KNOWLEDGE**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: The course focuses on understanding the key concepts relating to traditional knowledge and issues related to intellectual property rights.

LO 2: To facilitate the students with the concepts of traditional knowledge and to make them understand the importance of the traditional knowledge system.

Course outcomes

CO 1: Understand the concept of Traditional knowledge and its importance.

CO 2: Know the need and importance of protecting traditional knowledge.

CO 3: Know the various enactments related to the protection of traditional knowledge.

CO 4: Understand the concepts of Intellectual property to protect traditional knowledge.

Course Contents

Unit No	Content	Contact Hours	CO
1	<p>Introduction to traditional knowledge</p> <p>1.1. Meaning, nature and characteristics, scope and importance and kinds of traditional knowledge, Social and Ecological contexts in which traditional knowledge develops;</p> <p>1.2. Oral Histories and Cultural Identity;</p> <p>1.3. Indigenous Knowledge (IK), characteristics, traditional knowledge vis-à-vis indigenous knowledge, traditional knowledge Vs western knowledge traditional knowledge vis-à-vis formal knowledge.</p>	10	1,2
2	<p>Traditional knowledge and intellectual property</p> <p>2.1. Need and significance of TK Protection, the value of TK in the global economy, Role of Government in harnessing TK;</p> <p>2.2. Systems of traditional knowledge protection, Legal concepts for the protection of traditional knowledge, certain non-IPR mechanisms of traditional knowledge protection;</p> <p>2.3. Patents and traditional knowledge, Strategies to increase protection of traditional knowledge, global legal FORA for increasing protection of Indian Traditional Knowledge.</p>	10	4,3

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	
CO1	1	1	2	2	1	1	-	1	-	2	2	-	
CO2	1	-	1	2	2	1	-	1	-	2	2	-	
CO3	-	-	-	1	1	2	1	-	-	2	1	-	
CO4	-	-	-	1	1	2	1	-	-	2	2	-	
Average	0.5	0.2	0.7	1.5	1.2	1.5	0.5	0.5	-	2	1.7	-	

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

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Berkes, Fikret. *Sacred Ecology*. 4th ed., Routledge, 2017. Chapters 1, 2, & 3

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IV SEMESTER

(UG Diploma)

SEMESTER IV

IDE- SOC-2001-CC-2410: RURAL AND AGRARIAN SOCIOLOGY

Credit: 4; Learning Hours: 90; 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 structure, transformation and trials and tribulations 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: An empathy for and ability to engage agrarian communities as living societies and understand and grasp their condition as the human condition.

CO2: 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: An understanding of emerging as well as enduring issues of concern in the Indian agrarian scene.

CO4: To be ready 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.	10	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.	10	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.	10	2,4
4	Agrarian Futures 4.1 Rural Poverty; 4.2 Agrarian Crisis & Unrest: Peasant Suicides; 4.3 Contemporary Peasant Movements in India.	10	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

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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

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- Thorner, Daniel. 'Chayanov's Concept of Peasant Economy' from, *A. V. Chayanov on the Theory of Peasant Economy*, Manchester: Manchester University Press. 1966. Pp. xi-xxiii

SEMESTER IV**IDE- SOC-2001-CC-2420: SOCIAL STRATIFICATION**

Credit: 4; Learning Hours: 90; Full Marks: 100

Learning Objectives

LO 1: Introduces students to the Sociological Study of Social Inequalities.

LO 2: Acquaints students with principal theoretical perspectives on diverse forms of social inequality in articulation with each other.

Course outcomes

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

CO 2: Inculcate in them a truly interdisciplinary approach to the study of society especially stratification in all its manifestations.

CO 3: Understanding stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.

CO 4: Examining forms of stratification, and understanding the relevance 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.	10	1,2
2	Theories of Stratification 2.1. Functionalist perspective; 2.2. Conflict perspective; 2.3. Feminist and Post-Modernist perspective.	10	3
3	Identities and Inequalities 3.1. Caste, Race and Ethnicity; 3.2. Tribe, Clan and Kinship; 3.2. Feminism and Gendered Stratification.	10	4
4	Social Mobility: 4.1. Forms and Patterns; 4.2. Factors of social mobility.	10	4

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

Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

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

Unit 2. Theories of Stratification

2.1. Marx, Weber and Class

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

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Bendix Reinhard ‘Inequality and Social Structure: Comparison of Marx and Weber’ American Sociological Review, Vol. 39, No. 2 (Apr. 1974), pp. 149-161

2.2. Functionalism

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394

Davis Kingsley and Wilbert E Moore ‘Some Principles of Stratification: Critical Analysis: Reply’. American Sociological Review Vol. 18, No. 4 (Aug., 1953),pp. 394-397

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

Stinchcombe, Arthur L ‘Some Empirical Consequences of the Davis-Moore Theory of Stratification’. American Sociological Review 28.5 (1963), pp. 805-808

Unit 3. Identities and Inequalities

3.1. Caste, Race and Ethnicity

Bailey F G ‘Closed Socia Stratification in India’, European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

- Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69
- Pitt-Rivers, 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

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

Unit 4. Social Mobility: Forms and Patterns

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

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- 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
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SEMESTER IV
IDE- SOC-2001-CC-2430: SOCIAL THINKERS - II

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course seeks to enable students to apply theory to their own everyday life experiences. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then think about it theoretically.

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: Understanding the characteristics and dynamics of the social world, and how post-classical Sociologists attempt to understand the social world.

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.	10	2
3	C Wright Mills 3.1. Sociological Imagination.	5	3
4	Max Horkheimer, T.W. Adorno and Herbert Marcuse 4.1. Critical Social Theory.	10	4
5	Pierre Bourdieu 5.1. A Theory of Practice.	5	2

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	
C04	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

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

Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162.

Unit 3:C Wright Mills

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

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

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

Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 792 Unit 5. Pierre Bourdieu (Weeks 1314)

Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295

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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

Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 7295.

Additional Resources:

Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 19, 132151, 152162

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

Marcuse, H. 1964. One Dimensional Man: Studies in the Ideology of Advanced Industrial Society. Boston: Boston Press, pp. 792

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Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies

SEMESTER IV
IDE- SOC-2001-CC-2440: MEDIA AND SOCIETY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course encompasses analyzing the concept of media, its types, significance, and the social history 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 and major theories and debates in the concept of media, its types, significance and the social history of the state and media.

CO2: Understanding the various methodologies employed for media studies and the various approaches involved in media Studies and gives deep understanding of the social impact of the media and how it shapes political reality.

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

CO 4: Understand, explain and critically reflect on current events and developments related to the media with help of theories and concepts in media sociology.

Course Contents

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.	10	1
2	Methodology for the Study of Media 2.1 Ideology, Discourse and Hegemony; 2.2 Discourse Analysis, Textual Analysis	10	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.	10	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.	10	4

Mapping of POs/PSOs with COs

RGU-CF-UG-IDE-SOC: 2023-24

	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

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Barthes, Roland. *Mythologies*. Hill and Wang, 1972

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Hall, S. (1980) „Cultural Studies: Two Paradigms“, *Media, Culture and Society* 2, 57-72

Herman, Edward S. and Chomsky, Noam. 1988. *Manufacturing Consent: The Political Economy of Mass Media*, Pantheon Books.

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John Corner, Dick Pels eds. 2000. *Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism*. London: Sage.

Kohli, V. *The Indian Media Business*. London: Sage, 2003.

Nandy A.(Ed.): *The Secret Politics of Our Desires*, Oxford University Press, New Delhi, 1995 (Introduction)

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O'Shaughnessy Michael: Media and Society- An Introduction, OUP, Australia, 1999. Page nos.1-52,63- 69.155-14

Rajgopal Arvind: Politics of Television, Cambridge University Press, UK, 2000.

Rajiva, Lila. 2005. The Language of Empire: Abu Gharib and the American Media. Monthly Review Press.

Williams, R. 1962. Communications. Penguin: Harmondsworth.

SEMESTER IV

IDE- SOC-2001-MC-2410: SOCIOLOGY OF WORK AND INDUSTRY

Credit: 4; Learning Hours: 90; 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: They 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 Non-paid 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 labour, Flexible labour, Post–Fordism.	10	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.	10	2
3	Theoretical Perspectives on Work 3.1 Classical Approaches in Studying Work; 3.2 Surplus Value and Alienation – Karl Marx;	10	1

	3.3 Bureaucracy, Types of Authority – Max Weber; 3.4 Division of labour, Types of Solidarity – Emile Durkheim		
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.	10	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

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 Shukla, M C, “Business organization and Management”. Tyagi B.P, “Labour Economics and Social Welfare”

V SEMESTER

SEMESTER V**IDE- SOC-3001-CC-3510: SOCIOLOGY OF NORTHEAST INDIA**

Credit: 4; Learning Hours: 90; 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.	10	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).	10	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.	10	1,2,3

4	<p>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.</p>	10	1,2,4
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Mapping of POs/PSOs with COs

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

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

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SEMESTER V
IDE- SOC-3001-CC-3520: URBAN SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course will provide exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. 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 the urban. |

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: To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their social environment better.

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. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

CO 4: To develop critical thinking and a reflective perspective through exposure to 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; 1.2 Slums and Towns; 1.3 Issues of health, sanitation and crime.	10	1
2	Perspectives in Urban Sociology 2.1. Ecological; 2.2. Political Economy; 2.3. Network; 2.4. City as Culture.	10	2
3	Movements and Settlements	10	3

	3.1. Migration; 3.2. Community.		
4	Politics of Urban Space 4.1. Caste, Class and Gender; 4.2. Culture and Leisure.	10	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

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SEMESTER V
IDE- SOC-3001-CC-3530: MEDIA CULTURE & SOCIETY

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: The course introduces the students to the basic concepts in media studies to provide an interdisciplinary understanding of the relationship between media, culture and society.

LO 2: It will give a strong sense of the media production, content and reception in different settings.

LO 3: The course readings cover a variety of theoretical and methodological perspectives to avoid giving any bias to the students.

Course Outcomes

CO 1: Develop an understanding of basic concepts, theories and methods related to mass media.

CO 2: Explore and learn about types of media and its role in the development and change of culture and society.

CO 3: Understand interface of media, state and non-state actors in social life, cultural production, politics and governance.

CO 4: Develop a critical understanding of media, its interrelationship to different aspects of individual and public life and its changing dynamics.

Course Contents

Unit No	Content	Contact Hours	CO
1	<p>Unit 1: Making sense of mass media: Approaches</p> <p>1.1 Semiotic Approach: Signs, symbols, codes, image, signification, textual analysis;</p> <p>1.2 Critical Approach: Culture industry, simulacra, representation and the emergence of popular, consumer and media cultures;</p> <p>1.3 Political Economy: Information age, networks, flows, global economy.</p>	15	1
2	<p>Unit 2: Media in Social Worlds: Challenges</p> <p>2.1 New media and its production: (ownership patterns and control, advertising);</p> <p>2.2 Convergence, content and new audiences: (participation, addiction);</p> <p>2.3 Social Media: (social significance and challenges)</p>	15	2,4
3	<p>Unit 3: State, democracy and the Public</p> <p>3.1 Surveillance, self-reporting, cybercrime (Privacy vs. security);</p> <p>3.2 Mediated Politics: Opinion political campaigns and polls;</p> <p>3.3 Media as a public sphere: virtual citizenship.</p>	10	3,4

Mapping of POs/PSOs with COs

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

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

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Additional Readings

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SEMESTER V**IDE- SOC-3001-CC-3540: SOCIOLOGY OF SOCIAL MOVEMENTS**

Credit: 2; Learning Hours: 30; Full Marks: 100

Learning Objectives

LO 1: 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.

LO 2: 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

CO 1: 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.

CO 2: 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.

CO 3: Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

CO 4: 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.	10	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.	10	1,2
3	Social Movements 3.1 Tribal movements: Bodo Movement; Birsa Munda movement, Jharkhand movement; 3.2 Backward Class Movement: Self-respect movement; SNDP	15	1,2,3

	movement, SatyashodakSamaj; 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.		
4	Social Impacts of Social Movement 3.1 Transformation and Social Change; 3.2 Social Legislation and Policy.	5	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

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- Shiva, V. 1991. *Ecology and the Politics of Survival*. New Delhi: Sage Publications.

SEMESTER V**IDE- SOC-3001-MC-3510: LIFE SKILL EDUCATION**

Credit: 4; Learning Hours: 90;; 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;	5	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
3	Self-Management 3.1 Self-esteem, Self-Awareness, Self-Control, Emotional Quotient and Social Quotient, SWOC Analysis;	13	3

	3.2 Coping with Emotions, Stress and Strain; 3.3 Conflict resolution, Steps and stages; 3.4 Developing Positive Thinking and Assertiveness.		
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.	12	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

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 MKC Nair, et al (Ed)(2001), Family life education and AIDS Awareness training Manual for Minus two to plus two.
 UNESCO and Indian National Commission of Cooperation with UNESCO (2001), Life Skill in Non-formal education A Review, UNESCO, Paris.
 WHO (1999), Partners in Life Skill Education: Conclusions form a UN Inter-Agency Meeting, WHO, Geneva

Websites:

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

VI SEMESTER (UG Degree)

SEMESTER VI
IDE- SOC-3001-CC-3610: SOCIOLOGY OF RELIGION

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

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

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

Course Outcomes

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

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

CO 3: Students will be able to link texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

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 (<i>Tylor, Frazer, Malinowski etc.</i>); 1.2 Sociological Approaches to Religion - <i>Marx, Weber, Durkheim, Peter Berger, Clifford Geertz</i> ; 1.3 Religious Organization (<i>Sect, Cult, Denomination</i>).	14	1
2	Religion in India: Diversity and Differences 2.1 Indic and Non-Indic Religions (<i>Tribal Religion, Hinduism, Buddhism, Sikhism, Islam, and Christianity</i>); 2.2 Pluralism, Secularism and Democracy; 2.3 Religion: Cooperation, Consolidation and Conflict (<i>Composite Culture, Communal Violence</i>).	13	2
3	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	13	3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	2	3	1	1	2	3				2	3	1	2
CO2	1	2	3	3	2	1				2	3	3	2
CO3	3	3	3	1	1	1				1	2	1	2
Average	2	2.67	2.33	1.67	1.67	1.67				1.67	2.67	1.67	2

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

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Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17,19-21.

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Van Gennep, A. 1960. *The Rites of Passage*. London": Routledge and Kegan Paul.

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SEMESTER VIII
IDE- SOC-4001-DE-3620: RETHINKING DEVELOPMENT

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.

LO 2: It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.

LO 3: Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Outcomes

CO 1: Understand different ideas of and approaches to development and the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

CO 2: Understand different theoretical perspectives on development.

CO 3: Critically analyse the key features of developmental processes in postcolonial India.

CO 4: Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Content

Unit No	Content	Contact Hours	CO
1	Unit 1: Unpacking Development	10	1
2	Unit 2: Theorizing Development	10	2
3	Unit 3: Developmental Regimes in India	10	3
4	Unit 4: Practices and Experiences of Development	10	4

Unit 1: Unpacking Development

Rist, Gilbert. 2008. *The History of Development: From Western Origins to Global Faith*. London: Zed Books, pp. 1-24.

Sachs, Wolfgang (ed). 1992. *The Development Dictionary: A Guide to Knowledge and Power*. London: Zed Books, pp. 1-21.

Dirlik, Arif. 2014. 'Developmentalism: A Critique,' *Intervention* 16 (1), pp 30-48. Unit 2. *Theorizing Development (Weeks 4-8)*

Leys, Colin. 2005. 'The Rise and Fall of Development Theory,' in M. Edelman and A. Haugerud (eds.) *The Anthropology of Development and Globalization*. Oxford: Blackwell Publishing, pp 109-125.

Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 311, 35-54.

Unit 2: Theorizing Development

Sanyal, Kalyan. 2007. *Rethinking Capitalist Development: Primitive Accumulation, Governmentality and PostColonial Capitalism*. New Delhi: Routledge, pp 168-189.

Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.

Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

Unit 3: Developmental Regimes in India

Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.

Harriss, John. 2006. *Power Matters: Essays on Institutions, Politics and Society in India*. Delhi: Oxford University Press, pp. 75-102.

Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

Unit 4: Practices and Experiences of Development

Elyachar, Julia. 2002. 'Empowerment Money: The World Bank, Non-Governmental Organizations, and the Value of Culture in Egypt,' *Public Culture* 14 (3), pp. 493-513.

Pigg, Stacy. 1992. 'Inventing Social Categories through Place: Social Representations and Development in Nepal,' *Comparative Studies in Society and History* 34 (3), pp. 491-513.

Srivastava, Aseem and Kothari, Ashish. 2012. *Churning the Earth: Making of Global India*. Delhi: Penguin, pp. 193-230, 254-292.

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	3	3	NC
CO2	2	3	3	2	3	3				3	3	2	3	3	NC
CO3	3	3	3	3	3	3				3	3	3	2	3	NC
CO4	3	3	3	2	3	3				3	3	3	2	3	NC
Average	2.75	3	3	2.5	3	3				3	3	2.5	2.5	3	0

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

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Chatterjee, Partha. 2008. ‘Democracy and Economic Transformation in India,’ Economic and Political Weekly 43 (16), pp. 53-62.

Dirlik, Arif. 2014. ‘Developmentalism: A Critique,’ Intervention 16 (1), pp 30-48.

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Escobar, Arturo. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press, pp. 3-54.

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Sen, Amartya. 1999. Development as Freedom. New Delhi: Oxford University Press, pp. 311, 35- 54.

Srivastava, Aseem and Kothari, Ashish. 2012. Churning the Earth: Making of Global India. Delhi: Penguin, pp. 193-230, 254 -292.

Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan, pp 33-54.

Additional Resources

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- Bardhan, Pranab. 1992. *The Political Economy of Development in India*. Delhi: Oxford University Press.
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- Galeano, Eduardo. 1997. *Open Veins Of Latin America*. New York: Monthly Review Press.
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- Wolf, Eric R. 2010 [2nd edition]. *Europe and the People without History*. Berkeley, Calif.: University of California Press.

SEMESTER VI
IDE- SOC-3001-CC-3630: PIONEERS OF INDIAN SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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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 Civilization Perspectives 1.1 G.S Ghurye; 1.2 Irawati Karve; 1.3 Surajit Sinha; 1.4 Radhakamal Mukherjee.	13	1, 2
2	Structural-Functional Perspective 2.1 S.C. Dube; 2.2 M.N. Srinivas.	7	2
3	Marxist Perspective 3.1 D. P Mukherjee; 3.2 A. R Desai.	7	2
4	Subaltern Perspective and the Sociology of the Adivasis 4.1 B.R. Ambedkar; 4.2 Ranajit Guha; 4.3. Andre Beiteille; 4.4. T.K. Oomen.	13	1,2

Mapping of POs/PSOs with COs

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

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

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Mukerjee, D.P. (1958). Diversities. Delhi: Peoples Publishing House.

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Nair, Janaki. (1994). On the Question of Agency in Indian Feminist Historiography.Gender and; History.

Omvedt, G. (1995). Dalit Visions: The Anti-caste movement and Indian Cultural Identity. Orient Longman. Pp. 01-34.

Rege, Sharmila. (2013). Against the Madness of Manu: B R Ambedkar’s writings on Brahmanical patriarchy: Delhi: Narayana Publisher. pp. 01-226.

Sarkar, Sumit. (1997). “The Decline of the. Subaltern in Subaltern Studies”. Delhi:Oxford University Press

Srinivas, M. N. (1963.). Social Change in Modern India. California Berkeley: California University Press. Pp. 01-95.

Srinivas, M.N. (1980). India: Social Structure. New Delhi: Hindustan Publishing.Chap. 01,02.

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SEMESTER VI
IDE- SOC-3001-CC-3640: SOCIOLOGY OF GENDER

Credit: 4; Learning Hours: 90;; 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 human social life.

LO 2: It also 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.	10	1
2	Feminist Thought 2.1 Women's Movements: West and India; 2.2 Feminist Theories; 2.3 New Strands of Feminism.	10	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.	10	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

Mapping of POs/PSOs with COs

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

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

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- Stotzer, Rebecca,L.2014.Sexual orientation and/or gender identity/Expression discrimination and victimization among self-identified LGBTQI native Hawaiians in Hawai’i. Journal of Indigenous social development.Vol.03.Issue-01
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SEMESTER VI**IDE- SOC-3001-MC-3610: ELEMENTS OF SOCIAL PSYCHOLOGY**

Credit: 4; Learning Hours: 90; 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; 2.3 Stages of development – Pre- Natal, Infancy, Childhood, Adolescence, Adulthood; 2.4 Theories of Personality: (a) Psychoanalytic Theory- Structure of Personality, Development of Personality through Oral, Anal, Phallic, Latency and Genital stages; (b) Type Theory – Type A and B, Classification by Hippocrates, Sheldon, Kretschmer, Jung; (c) Trait Theory- Alport and Catell.	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;	10	3

	3.3 Attitude - Definition, Characteristics; 3.4 Formation and Change of Attitude.		
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.	10	4

Mapping of POs/PSOs with Cos

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

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

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VII SEMESTER

SEMESTER VII
IDE- SOC-4001-CC-4710: SOCIAL PATHOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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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.	8	2
3	Crime Against women 3.1 Violence against Women- Eve-Teasing, Sexual Harassment, Rape, Women Trafficking, Abduction, Domestic Violence, Acid attack, Cyber Crime; 3.2 Female Foeticide, Murder, Honour Killing, Dowry Deaths, Acid Attacks; 3.3 Magnitude of Crime against women in India; 3.4 Remedial measures and Legal protection.	10	3

4	<p>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.</p>	12	4
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Mapping of POs/PSOs with Cos

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

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

References

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 Jacob John Kattakayam and James Vadackamcherry, “Crime and Society, Current issues and Trends”, A.P.H Publishing Corporation, New Delhi, 1999.
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 Matoria, C B, Social Problems and Social Disorganizations in India
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 Ram Ahuja, Criminology, Rawat publications 2006
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 Sharma R.N – “Indian social problems”, Media promoters and publishers, 1982, P 169- 200
 Shalini Singh – Post Modern Sociological Theory – Anubhav Publishing Company, Allahabad, 2007.
 Walter C – Reckless “The Crime problem, New York, Appleton-Century, 1967
 Yadav C P, “Encyclopaedia of women problems and their remedies”. Institute for sustainable development and Anmol publications, New Delhi – 2007. PP-313.

SEMESTER VII
IDE- SOC-4001-CC-4720: SOCIOLOGY OF HEALTH

Credit: 4; Learning Hours: 90; Full Marks: 100
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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.	13	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.	13	2
3	Negotiating Health and Illness 3.1. Health Seeking Behaviours; 3.2 Medicalisation; 3.2. Health Systems and Health Policies.	14	3,4

Unit 1: Origins and Development of Health and Medicine
1.1. Conceptualising Disease, Sickness and Illness

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

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

Albert Gary L., and R. Fitzpatrick (1994), *Quality of life in Health care: Advances in Medical Sociology*, Mumbai: Jai Press

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

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

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

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

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478, *The Social System*. Glencoe, IL: Free Press.

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 3 Pages (44-54).

2.3. Health as a Power Discourse

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

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 Pages (17-24).

2.4. Feminist Approach

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 palgues. 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

Mapping of POs/PSOs with Cos

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	1	1				2	3	2	1
CO2	2	2	3	1	1	1				3	2	2	1
CO3	2	2	3	1	1	1				1	2	2	3
CO4	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

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

References

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) Medical Anthropology and the World System, Westport: Praeger. Chapter 10 Pages (307-328)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Bhardwaj, Ruby (2010) ‘Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy’ in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharashtra, Economic and Political Weekly, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

Farmer Paul 2001 Infections and Inequalities: The modern palgues. University of California. Berkeley. Chapter 10 pages (262-282)

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) Health, Illness and the Social Body, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

- Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.
- Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York: Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).
- Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)
- 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
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- 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)
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- 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)
- 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).

SEMESTER VII
IDE- SOC-4001-CC-4730: POLITICAL SOCIOLOGY

Credit: 4; Learning Hours: 90; Full Marks: 100
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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.	7	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.	13	2,3
3	Politics and Society in India 3.1 Communalism; 3.2 Secularism; 3.3. Regionalism;	20	3,4

	3.4. Insurgency; 3.5 Refugee crisis.		
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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

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

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27

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

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6				PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3				3	3	3	3
CO2	2	2	2	2	2	2				2	2	2	2
CO3	1	1	1	1	1	1				1	1	1	1
Average	2	2	2	2	2	2				2	2	2	2

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

References

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

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

Chomsky, N.1999. Profit over People: Neo-liberalism and Global Order. Severn Stories Press, pp. 7-18, 43-64

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

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27

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

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

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.

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Spencer, Jonathan. 1997. ‘Post-colonialism and the Political Imagination’, The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Tilly, Charles. 1999. ‘Where Do Rights Come From?’, in Theda Skocpol (ed). Democracy, Revolution and History, Ithaca: Cornell University Press, pp.55-72

Weber, Max. 1978. Economy and Society: An Outline of Interpretive Sociology, Berkeley: University of California Press, pp. 212-254; 262-266

Wolf, Eric. 1990. ‘Facing Power- Old Insights, New Questions’, American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596

Young, Iris Marion (2014). Five faces of oppression, Philosophical Forum. 19. 270-290.

SEMESTER VII**IDE- SOC-4001-CC-4740: POPULATION AND SOCIAL DEMOGRAPHY**

Credit: 4; Contact Hours: 90; 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.	11	1
2	Theoretical Approaches to Social Demography 2. 1. Malthusian; 2.2. Demographic Transition; 2.3. Marxist.	7	2
3	Demographic Processes 3.1. Fertility; 3. 2. Mortality; 3.3. Migration.	8	2,3
4	Implementation of Population Policy in India: Learnings from the Field A Report based on the implementation of population policy and family planning programme at the selected District and State levels.	14	3

Mapping of POs/PSOs with Cos

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

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

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

SEMESTER VIII**IDE- SOC-4001-CC-4810: SOCIOLOGY OF EDUCATION**

Credit: 4; Learning Hours: 90; 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.	10	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;	10	2,3

	3.3 Higher Education; Adult Education; Universalisation and Equality in Education; 3.4 Krishnamurti: Education, Freedom and Fear, Critical thinking.		
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.	10	2,3,4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6
CO1	2	3	1	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]

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SEMESTER VIII

IDE- SOC-4001-DE- 4810: INDIAN SOCIAL STRUCTURE AND SOCIOLOGICAL PERSPECTIVES

Credit: 4; Learning Hours: 90; Full Marks: 100
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Learning Objectives

LO 1: This course aims to familiarize students with the fundamental social institutions in Indian society, exploring its diverse and pluralistic nature while addressing factors contributing to both unity and disunity.

LO 2: It aims to analyze the social stratification system in India, examining its evolution over time.

Course Outcomes

CO 1: Understand core social institutions in Indian society, acknowledging their diversity and the factors contributing to both unity and discord within them.

CO 2: Analyze the social stratification system in India, tracing its historical development and assessing the changes it has undergone over time.

CO 3: Critically evaluate historical sociological perspectives on India, examining their contributions to understanding of societal structures and dynamics.

CO 4: Critically evaluate alternate theoretical perspectives on India, examining their contributions to develop a broader understanding of societal structures and dynamics.

Course Content

Unit No	Content	Contact Hours	CO
1	<p>Unit 1: Family, Marriage and Kinship</p> <p>1.1 Family –Traditional family, Joint family- Features, Changing trends; Nuclear family, Single parent family;</p> <p>1.2 Marriage - Monogamy, Polygamy, Homosexual marriage, cohabitation, serial monogamy, Recent Trends;</p> <p>1.3 Divorce among Hindus, Muslims and Christians;</p> <p>1.4 Kinship – Terminology, Usages.</p>	10	1
2	<p>Unit 2: Religion, Caste and Village</p> <p>2.1 Religious diversity in India, Religious intolerance, Secularism;</p> <p>2.2 Caste system in rural and urban areas;</p> <p>2.3 Changing Trends- Politicization of caste, Caste and democracy, Caste as pressure group;</p> <p>2.4 Indian Village – Structure and Organization.</p>	10	1,2

3	Unit 3: Early Sociological Perspectives in India 3.1 Perspective on Indian Sociology, Indological Perspective - G. S Ghurye; 3.2 Structural Perspective - S C Dube, M N Srinivas.	10	2,3
4	Unit 4: Marxian, Subaltern and Integrated Perspectives 4.1 Marxist perspective –D P Mukherjee, A R Desai; 4.2 Subaltern Perspectives – B R Ambedkar, Ranajith Guha; 4.3 Integrated Perspective – Yogendra Singh.	10	4

Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6		PSO1	PSO2	PSO3	PSO4	PSO 5	PESO 6
CO1	3	3	1	3	2	3		3	3	2	2	3	NC
CO2	3	2	2	3	2	3		3	3	2	1	3	NC
CO3	3	2	2	3	2	3		3	3	3	3	3	NC
CO4	3	2	3	3	2	3		3	3	3	3	3	NC
Average	3	2.5	2	3	2	3		3	3	2.5	2.5	3	0

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

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SEMESTER VIII
IDE- SOC-4001-CC-4830: SOCIAL PSYCHOLOGY

Credit: 4; Learning Hours: 40; Lecture: 3 Hrs per week; Full Marks: 100

Learning Objectives

LO 1: The course introduces students to the sociology and psychology approach.

LO 2: Demonstrate the factors and attributes responsible for the development of human personality and how society influences individual and crowd behavior.

Course Outcomes

CO 1: Understand social psychology basics, including research methods and personality theories.

CO 2: Explore socialization stages and personality development theories.

CO 3: Learn about dynamics of individual behaviour motivation, motivation theories and attitudes,

CO 4: Learn about mass behavior, including propaganda techniques.

Course Contents

Unit No	Content	Contact Hours	CO
1	<p>Unit 1: Introduction to social psychology</p> <p>1.1 Social psychology- Definition, Nature, Scope and Importance;</p> <p>1.2 Methods- Experimental, Clinical, Case study, Sociometry;</p> <p>1.3 Projective techniques;</p> <p>1.4 Scaling techniques - Thurston, Likert, Bogardus.</p>	10	1
2	<p>Unit 2: Socialisation and Personality</p> <p>2.1 Socialisation- Definition, Stages, Types, Agencies;</p> <p>2.2 Personality- Meaning, Characteristics;</p> <p>2.3 Stages of development – Pre- Natal, Infancy, Childhood, Adolescence, Adulthood (in Brief);</p> <p>2.4 Theories of Personality:</p> <p>(a) Psychoanalytic Theory;</p> <p>(b) Type Theory –Type A and B, Classification by Hippocrates, Sheldon, Kretschmer, Jung;</p> <p>(c) Trait Theory- Alport and Catell.</p>	10	2
3	<p>Unit 3: Dynamics of Behaviour</p> <p>3.1 Motivation- Definition, Nature and Types;</p> <p>3.2 Theories of Motivation- Instinct theory, Need – Drive – Incentive Theory, Maslow’s Theory;</p> <p>3.3 Attitude - Definition, Characteristics;</p> <p>3.4 Formation and Change of Attitude.</p>	10	3

4	Unit 4: Mass Behaviour 4.1 Types of Mass - Crowd, Mob, Audience; 4.2 Propaganda - Meaning, Characteristics, Types.	10	4
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Mapping of POs/PSOs with COs

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

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

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SEMESTER VIII**IDE- SOC-4001-DE-4850: SOCIOLOGY OF MARGINALISED COMMUNITIES**

Credit: 4; Learning Hours: 90; 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.	10	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.	10	3
3	Unit 3: Social Structure and Marginalization 3.1 Caste System and Marginalization; 3.2 Religion and Marginalization; 3.3 Patriarchy and Marginalization.	10	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.	10	4

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]

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