

## **FIVE YEAR INTEGRATED POST-GRADUATE PROGRAMME (FYIPGP) IN SOCIOLOGY, DIBRUGARH UNIVERSITY**

### **● THE PREAMBLE**

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

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

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of Sociology also changes and enlarges. The scope of Sociology, especially in terms of career opportunities has widened due to the development of fields such as industrial sociology, medical sociology, rural and urban sociology, sociology of development, visual sociology and much more. There are plentiful scope of doing research in Sociology after generate ideas about how man encounters the social processes and social institutions as a member of the society. Thus Sociology is deemed to be a solution for all social problems as it is the subject that talks about the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time. Social scientists, policy makers, reformers cannot contribute towards the development of a better-off society without having deeper understanding of Sociology.

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

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

- **INTRODUCTION:**

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

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

The UG and PG Programmes in Sociology of Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either four- or five-year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The five-year integrated post-graduate programme in Sociology will allow the student an opportunity to

experience the full range of holistic and multidisciplinary learning, along with the chosen Major and Minor choices of the students.

- **AIMS OF FIVE YEAR INTEGRATED POST-GRADUATE PROGRAMME (FYIPGP) IN SOCIOLOGY:**

The aims of Five Year Integrated Post-Graduate Programme (FYIPGP) in Sociology are:

1. To enhance the student's learning capacity to understand society, clarify and broaden their notion about the subject, the basic concepts used and some universal societal processes. It will aim at providing students a rigorous and challenging way of sociological thinking by developing sound theoretical background in the subject.
2. To enable the students to understand the foundations of Sociology.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Sociology.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with Sociological way of imagining Society, develop research interest in the subject and train them in the use of ICT in Sociology.
6. To help the students to examine the organization, structure, and change of social groups and institutions. This course combines rigorous methods of inquiry and analysis in various areas of research, such as: mass media, the environment, racism, gender issues, class, and deviance and social control, where our students can generate their interest in later research work.

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

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

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

They should be able to demonstrate the attribute of understanding the foundations of philosophical, sociological, psychological and historical foundations and the inter links among them. Moreover, they should also be able to demonstrate the attributes of social systems and large bureaucracies; the ability to devise and carry out research projects to assess whether a program or policy is working; the ability to collect, read, and analyze statistical information from polls or surveys; to generate a critical understanding on society and social

issues, issues in contemporary field of sociological research, value education, positive psychology, social psychology, social engineering, inclusive sociology, social management, sociology of education, guidance and counseling, etc.

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

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

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

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

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

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

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

**Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the Sociological affairs in particular and any kind of tasks in general. They should also be able to work

effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the beliefs, values of multiple cultures across the globe. This will help them to demonstrate respect for inclusivity in society engaging in a multicultural society.

## ● **PROGRAMME EDUCATIONAL OBJECTIVES**

PEO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latest trends in the field of Sociology.

PEO 2. Use scientific approach to address issues related to problems of teaching, learning and doing research in Sociology.

PEO 3. Apply multidisciplinary approaches to meet various issues and challenges in the field of Sociology.

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

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

PEO 6. Demonstrate teaching competencies and skills required for keeping oneself professionally engaged.

PEO 7. Demonstrate competencies in teaching and learning in sociology to update knowledge and practice targeted to improve professional knowledge and practice.

## ● **Teaching Learning Process**

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

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences

- Field visits and Report/Excursions
- Mentor/Mentee

### **Teaching Learning Tools**

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green/Black Board

### **Assessment**

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations
- Viva-voce

## Curriculum Structure of FYIPGP

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

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

Year 02	3 <sup>rd</sup> Semester	C-3	Sociology of India I	4
		C-4	Sociological Thinkers I	4
		Minor-3	Methods of Sociological Enquiry	4
		GEC –3	Marriage, Family and Kinship	3
		VAC-3	Digital and Technological Solutions/Digital Fluency	2
		SEC –3	Human Behaviour at Work	3
				20
	4 <sup>th</sup> Semester	C-5	Sociology of India II	4
		C-6	Sociological Thinkers II	4
		C-7	Sociological Research Methods I	4
C-8		Social Stratification	4	
Minor-4		Economy and Society	4	
			20	
<b>Grand Total (Semester I ,II ,III and IV)</b>			<b>80</b>	
<p><b>The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4creditskillbased vocational courses offered during First Year or Second Year summer term</b></p>				
Year 03	5 <sup>th</sup> Semester	C–9	Sociology of Kinship	4
		C–10	Political Sociology	4
		C–12	Sociological Research Methods II	4





where people are brought together to address the issues that affect their communities. This can occur in geographically, psychosocially, culturally, spiritually, and digitally bounded communities.

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

		<p><b>Level and type of engagement</b></p> <ul style="list-style-type: none"> <li>➤ Sharing information</li> <li>➤ Consultation</li> <li>➤ Planning together</li> <li>➤ Acting together</li> </ul> <p>At the end, Students can take feedback from communities which may focus on certain existing policies and regulations and its societal impact at institutional, organizational, structural levels. They have to submit a report on their entire community engagement work / process which will be followed by a viva-voce.</p> <p><b>NB: 2+2 (Internship + Community Engagement) OR 4 (Internship)/4 (Community Engagement)</b></p>		
			<b>20</b>	
<b>6<sup>th</sup> Semester</b>	<b>C-13</b>	<b>Environmental Sociology</b>	<b>4</b>	
	<b>C-14</b>	<b>Sociology of Religion</b>	<b>4</b>	
	<b>C-15</b>	<b>Urban Sociology</b>	<b>4</b>	
	<b>C-16</b>	<b>Rural Sociology</b>	<b>4</b>	
	<b>Minor-6</b>	<b>Gender and Sexuality</b>	<b>4</b>	
		<b>Total</b>		<b>20</b>
<b>Grand Total (Semester I, II, III and IV, V and VI)</b>			<b>120</b>	
<b>The student on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of 6th Semester</b>				
	<b>7<sup>th</sup> semester</b>	<b>C-17</b>	<b>Indian Sociological Tradition</b>	<b>4</b>
		<b>C-18</b>	<b>Sociology of North East India</b>	<b>4</b>
		<b>C-19</b>	<b>Sociology of Gender</b>	<b>4</b>
		<b>Minor-7</b>	<b>Research Ethics and Methodology in Sociology</b>	<b>4</b>
			<b>Research Methodology (RM) (Development of Project Proposal/Research Proposal and Review of Related literature)</b>	<b>4</b>
			<b>20</b>	
	<b>8<sup>th</sup> Semester</b>	<b>C-20</b>	<b>Economic Sociology</b>	<b>4</b>

	<b>C-21</b>	<b>Sociology of Education</b>	<b>4</b>
	<b>Minor-8</b>	<b>Sociology of Work</b>	<b>4</b>
		<b>Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 4 credits each in lieu of Dissertation</b> <ul style="list-style-type: none"> <li>➤ <b>Sociology of Development</b></li> <li>➤ <b>Sociology of Health and Medicine</b></li> <li>➤ <b>Gender and Violence</b></li> <li>➤ <b>Sociology of Media Studies</b></li> <li>➤ <b>Sociology of Social Movement</b></li> </ul>	<b>8</b>
			<b>20</b>
<b>Grand Total (Semester I,II,III and IV,V,VI,VII and VIII)</b>			<b>160</b>
<b>The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research) (4years) after securing the requisite160 Credits on completion of 8th Semester</b>			

## **Abbreviations Used:**

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

## **PROGRAMME OUTCOMES(POs)**

The graduates should be able to :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **COURSE OUTCOMES:**

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

#### **CO1:**

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

#### **ILO:**

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

#### **CO2:**

Comprehend Sociology and its relations with Other Social Sciences

#### **ILO:**

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

#### **CO3:**

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

related to Sociology.

**ILO:**

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

**CO4:**

They will be able to evaluate and assess the importance, meaning and role of Social Change as a process in society by highlighting its direction and dimensions

**ILO:**

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

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (15 Marks)	<b>Sociology: Discipline and Perspective</b> 1.1 Sociology and Common Sense 1.2 Thinking Sociologically 1.3 Emergence of Sociology and Social Anthropology	15	03	0	18
2	<b>Sociology and Other Social Sciences</b>	10	02	0	12



(15Marks)	<b>2.1</b> The Early years of Sociological Theory <b>2.2</b> Sociology and Social Anthropology <b>2.3</b> Sociology & History				
3 (15Marks)	<b>Basic Concepts I</b> <b>3.1</b> Individual and Group <b>3.2</b> Nature and Types of Groups <b>3.3</b> Primary, Secondary, In Group, Out Group, and Reference Group.	10	02	0	12
4 (15 marks)	<b>Basic Concepts II</b> <b>4.1</b> Meaning and Types of communities <b>4.2</b> Associations and Institutions <b>4.3</b> Social Change: Meaning, Nature and Types <b>4.4</b> Theories, Direction and Dimensions	15	03	0	18
	<b>Total</b>	<b>50</b>	10	<b>0</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

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

## Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

**Two Internal Examinations -**

**20Marks**

**Group Discussion**

**07Marks**

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

**10 Marks**

**Viva-Voce**

**03 Marks**

### SUGGESTED READINGS:

#### **Sociology: Discipline and Perspective**

##### **Thinking Sociologically**

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

##### **Emergence of Sociology**

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

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

##### **Sociology and Social Anthropology**

- Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

##### **Sociology & History**

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

### **Basic Concepts I**

#### **Individual and Group**

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

### **Basic Concepts II**

#### **Community, Associations and Institutions**

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

#### **Social Change**

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

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

**COURSE OUTCOME:**

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

**CO1:**

Understand Functionalism as a theoretical perspective to describe society

**ILO:**

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

**CO2:**

Comprehend the idea of Interpretive Sociology.

**ILO:**

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

**CO3:**

Analyse Conflict Perspective to understand society

**ILO:**

- Understand Karl Marx's views on conflict and its role in Society
- Understand how conflict is associated with social change
- Explain Ralf Dahrendorf's views on class, labour and conflict in society

**CO4:**

Explain symbolic interactionism as a sociological perspective to understand society

**ILO:**

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

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (15 Marks)	1.1 Functionalism and its Critique	16	2	0	18
2 (15 Marks)	2.1 Interpretive Sociology- meaning and Significance	10	2	0	12
3 (15 Marks)	3.1 Conflict Perspective	10	2	0	12
4 (15Marks)	4.1 Interactionism	16	2	0	18
<b>Total</b>		52	08	0	60

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

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

Procedural Knowledge	CO3	CO3, CO4	CO3, CO4	CO3, CO4	CO3, CO4	
Meta cognitive Knowledge						

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	S	M	M	M	S	S	S
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

**S- Strongly Correlated**

**M-Moderately Correlated**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40Marks)**

**Two Internal Examination -**

**20Marks**

**Group Discussion**

**07 Marks**

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

**10 Marks**

**Viva-Voce**

**3 Marks**

**SUGGESTED READINGS:**

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

**Functionalism**

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

**Interpretive Sociology**

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

### **Conflict Perspective**

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

### **Interactionism**

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

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

**Course Outcomes:**

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

**CO-1:**

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

**ILO:**

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

**CO-2:**

To apply a sociological way of thinking relating to different concepts.

**ILO:**

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

**CO-3**

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

**ILO:**

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



- To analyse how mobility is related to social stratification.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	<b>Emergence and growth of Sociology</b> 1.1 History of Sociology 1.2 Nature and Scope of Sociology 1.3. Relationship of Sociology with other social sciences	13	2	0	15
2 (15 Marks)	<b>Sociological Concepts -I</b> 2.1 Status and Role 2.2 Groups 2.3 Culture 2.4 Structure and function	8	1	0	9
3 (15 Marks)	<b>Sociological Concepts -II</b> 3.1 Socialization 3.2 Social control and Change	8	1	0	9
4 (15 Marks)	<b>Social Stratification and Mobility</b> 4.1 Meaning 4.2 Forms	10	2	0	12
<b>Total</b>		39	6	0	45

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

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

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

#### Mapping of Course Outcomes to Program Outcomes

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

CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S
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**S- Strongly Correlated**

**M-Moderately Correlated**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40Marks)**

**Two Internal Examination -**

**20Marks**

**Group Discussion**

**07Marks**

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

**10 Marks**

**Viva-Voce**

**3 Marks**

**SUGGESTED READINGS:**

**Nature and Scope of Sociology**

**History of Sociology**

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

**Sociological Concepts**

**Status and Role**

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

**Groups**

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

**Culture**

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

**Socialization**

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

**Structure and Function**

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

**Social Control and Change**

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

**Social Stratification and Mobility**

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

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

**Course Outcomes:**

**CO1:** The students will be able to formulate research design for conducting both quantitative and qualitative research.

**ILO:** The students will be

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

**CO2:** The students will be able to differentiate and analyses the quantitative and qualitative approach of social research.

**ILO:** The students will be

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

**CO3:** The students will be able to adopt tools and techniques of data collection in quantitative and qualitative research.

**ILO:** The students will be

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

**CO 4.**

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

**ILO:** The Students will be

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	<b>Research Design</b> 1.1 Concepts 1.2 Framing of research questions & Hypotheses 1.3 Sampling Frameworks	10	2	0	12
2 (15 marks)	<b>Quantitative &amp; Qualitative Methods in Research</b> 2.1 Surveys : Meaning and Types 2.2 Subjective approach: Ethnography, Phenomenology	8	1	0	9
3 (12 Marks)	<b>Methods of Data Collection</b> 3.1 Quantitative methods of Data Collection 3.2 Qualitative methods of Data Collection	10	2	0	12
4 (18 Marks)	<b>Data Analysis</b> 4.1 Quantitative methods: Statistical Analysis frequency Distribution, cross tabulation, measures of central tendency, Content Analysis 4.2 Qualitative Methods: Narrative Analysis, Case Study	10	2	0	12
<b>Total</b>		38	7	0	45

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

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

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

### Mapping of Course Outcome to Programme Outcome:

CO/ PO	PO 1	PO 2	PO3	PO 4	PO 5	PO6	PO 7	PO8	PO 9	PO1 0	PO11	PO1 2	PO13	PO14	PO15	PO16
CO1	M	S	S	S	M	S	M	S	M	S	M	M	M	M	S	M
CO2	S	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO3	S	M	M	S	S	S	M	S	M	S	S	M	S	S	S	M
CO4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	S	M

**S- Strongly Correlated**

**M-Moderately Correlated**

#### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

Two Internal Examination -

20Marks

Group Discussion

07Marks

Seminar presentation on any of relevant topic

10 Marks

Viva-Voce

3 Marks

#### SUGGESTED READINGS:

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

#### Suggested Assignments:

- Design a survey on factors effecting marriage choices of young people.
- Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

#### Methods of Data Collection

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

**Suggested Assignments:**

- Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

**Data Analysis**

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

**Suggested Assignments/Exercise:**

- Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- Students will be provided with data sets to run them in a software program.

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

**COURSE OUTCOME:**

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

**CO1:**

Analyze the meaning of Sociological Perspective and how it is related to study society and human behaviour

**ILO:**

- Explain Functionalism as a sociological perspective
- Illustrate the contribution of Redcliff Brown to Functionalism
- Distinguish between Redcliff Brown and Emile Durkheim's contribution to functionalism
- Understand and conceptualise Durkheim's view points on functionalism
- Understand conflict perspective to analyse society
- Describe and explain the contribution of Marx and Dahrendorf in explaining society through conflict perspective
- Compare Ralf Dahrendorf's conflict theory with the conflict theory of Marx

**CO2:**

Students will be able to assess social interaction from the perspective of Interactionism and explain interpretative Sociology from Weberian analysis

**ILO:**

- Explain the core ideas of Interpretative Sociology
- Illustrate Max Weber's contribution to Sociology and its methodology
- Understand the features of Interactionism and how Self is developed through social interaction in everyday Life
- Illustrate George Herbert Mead's ideas on the underlying process of human interaction in the society
- Compare the ideas of Herbert Blumer with Mead on human interaction in society

**CO3:**

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

**ILO:**

- Explain the core ideas in Structuralism
- Understand the growth and development of Structuralism in Social Anthropology
- Understand the ideas of Edmund Leach, Claude Levi-Strauss in Structuralism

**CO4:**

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

**ILO:**

- Interpret the core ideas in Feminist perspective
- Elaborate and explain the types of Feminist theory
- Conceptualise a Sociological Understanding on Gender

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (18 Marks)	<b>On the Plurality of Sociological Perspective</b> 1.1 What is Sociological Perspective 1.2 Functionalism and Conflict Perspective: Basic Premise 1.3 Functionalism: Redcliff Brown, Emile Durkheim 1.4 Conflict: Marx and Dahrendorf	18	2	0	20
2 (15 Marks)	<b>Interpretive Sociology and Interactionism</b> 2.1 Basic premise of Interpretive Sociology 2.2 Weber on Interpretive Sociology 2.3 Interactionism: Self in everyday Life	18	2	0	20
3 (12 Marks)	<b>Structuralism</b> 3.1 Understanding Structuralism: Basic Concept 3.2 Structuralism in Social Anthropology 3.3 Edmund Leach, Claude Levi-Strauss	08	2	0	10
4 (15 Marks)	<b>Feminist Perspective</b> 4.1 Feminism: A Basic Outline 4.2 Types of Feminist theory 4.3 Cultural Feminism, Liberal Feminism, Socialist ( Marxist) Feminism, Radical Feminism	08	2	0	10
<b>Total</b>		52	08	0	60

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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



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

### Mapping of Course Outcome to Programme Outcome:

CO/PO	PO 1	PO 2	PO3	PO 4	PO 5	PO6	PO 7	PO8	PO 9	PO1 0	PO1 1	PO1 2	PO13	PO1 4	PO1 5	PO16
CO1	S	M	M	M	M	S	M	S	M	S	M	S	M	S	M	M
CO2	M	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO3	M	S	M	S	M	M	S	S	M	S	S	M	S	S	S	M
CO4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	M	M

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

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

20Marks

07Marks

10 Marks

3 Marks

### SUGGESTED READINGS:

#### On the Plurality of Sociological Perspective

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

- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

### **Functionalism**

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

### **Conflict Perspective**

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

### **Interpretive Sociology**

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

### **Interactionism**

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

### **Structuralism**

- Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press, 37-56

### **Feminist Perspective**

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

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

**COURSE OUTCOME:**

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

**CO1:**

Evaluate the institutions and processes of Indian society.

**ILO:**

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

**CO2:**

Apply sociological lens to view Indian realities.

**ILO:**

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

**CO3:**

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

**ILO:**

- Understand the concept of ethnicity and Identity
- Explain how these movements have led to significant changes in Indian Society and Politics
- Explain what is the meaning of “Dalit” and the concept of Dalit movement
- Describe different stages and forms of Dalit movements in India
- Identify the Dalit leaders and their contribution
- Explain the structural and cultural reasons for Dalit uprising
- Describe women’s movement as an important variant of the social movement
- Explain how women’s issues are raised in the reform movements of

nineteenth and early twentieth centuries

- State and describe the basic aspects of women’s organisations, issues and their participation in the movement
- Describe the changing facets of women’s movement in the post-Independence period

**CO4:**

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

**ILO:**

- Understand the stages of communalism
- Distinguish the difference between communalism and secularism
- Comprehend that Communalism, Regionalism, and Secularism are political ideologies with different belief systems.
- Recognize regionalism as a political philosophy, which has its roots in the regional and cultural diversity of India.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (10 Marks)	<b>India as a Plural Society-</b> 1.1 Meaning of plural society 1.2 Emerging trends of pluralism	13	2	0	15
2 (15 Marks)	<b>Social Institutions and Changing Trends</b> 2.1. Meaning and definition 2.2 Caste, Tribe, Class.	13	2	0	15
3 (20 Marks)	<b>Identities and Change</b> 3.1 Ethnic Movement 3.2 Dalits’ Movement 3.3 Women’s Movement	13	2	0	15
4 (15 Marks)	<b>Challenges to State and Society</b> 4.1 Communalism 4.2 Secularism 4.3 Regionalism	13	2	0	15
	<b>Total</b>	52	8	0	60

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

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

### Mapping Of Course Outcome To Program Outcome

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

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

**(40Marks)**

**20Marks**

**07Marks**

10 Marks

3 Marks

## **SUGGESTED READINGS:**

### **India as a Plural Society**

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

### **Social Institutions**

#### **Caste**

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

#### **Tribe**

- Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9
- Karve, Iravati. 1994, „The Kinship map of India“, in Patricia

#### **Class**

- Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.),
- Identities and Change Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.
- Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women“s movement“, in
- Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342-369.
- Kumar, Radha.1993 "The history of doing :An illustrated account of Movements for Women’s Right and Feminism in India 1800-1900" Kali for women

### **Challenges to State and Society**

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

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

**Course outcomes:**

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

**CO-1:**

To describe the sociological explanation about Indian society and its ideas.

**ILO:**

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

**CO-2:**

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

**ILO:**

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

**CO-3:**

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

**ILO:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Ideas of India:</b> 1.1 Civilization, Colony 1.2 Nation, Society	11	2	0	13
2 (15 Marks)	<b>Institutions and Processes I</b> 2.1 Village, Town 2.2 Region, Ethnicity	10	2	0	12
3 (15 Marks)	<b>Institutions and Processes II</b> 3.1 Caste 3.2 Religion	8	2	0	10
4 (15 Marks)	<b>Institutions and Processes III</b> 4.1 Family, Gender 4.2 Polity and Economy	8	2	0	10
	<b>Total</b>	37	8	0	45

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

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

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

#### Mapping of Course Outcomes to Program Outcomes

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



**S- Strongly Correlated**

**M-Moderately Correlated**

**MODES OF IN-SEMESTER ASSESSMENT:**

**(40Marks)**

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

**SUGGESTED READINGS:**

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

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

**Institutions and Processes I**

**Village, Town, Region and Ethnicity**

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

**Institutions and Processes II**

**Caste, Religion**

- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.
- Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35
- Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
- Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: *Basic Conflict of 'we' and 'they' Between religious traditions, between Hindus, Muslims and Christians'*. Pp.

**Institutions and Processes III**

**Family and Gender**

- Dube, Leela. *On the Construction of Gender: Hindu Girls in Patrilineal India'*, *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19
- Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage,
- Chapter 3. (Sylvia Vatuk) *Household Form and Formation: Variability and Social Change among South Indian Muslims*. Pp. 107-137
- Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

1989.

## **Polity and Economy**

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

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

### **COURSE OUTCOME**

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

#### **CO1:**

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

#### **ILO:**

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

#### **CO2:**

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

#### **ILO:**

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

#### **CO3:**

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

#### **ILO:**

- Participate in Mock Interview sessions
- Prepare themselves to participate in group discussions

- Develop group dynamics
- Distinguish between verbal and non verbal communication
- Recognize the different components of positive thinking and its relation with problem solving skills.

**CO4:**

Analyse the relationship between Stress, Health and Coping.

**ILO:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Soft skill and personality development</b> 1.1 Soft skill and its classification 1.2 Self in social interaction, Emotional Intelligence and Critical thinking	8	2	0	10
2 (15 Marks)	<b>Interpersonal and Social Skills</b> 2.1 Meaning, Types and Recent changes due to technology 2.2 Interview skill, Public speaking skill, Presentation skill	8	2	0	10
3 (15 Marks)	<b>Social Psychology of stress, health and coping</b> 3.1 Social stress: Meaning, Types and Factors 3.2 Coping: emotion-focused and problem focused strategies	10	2	0	12
4 (15 Marks)	<b>Understanding Stress &amp; Health</b> 4.1 Stress and Health outcomes 4.2 Understanding the relationships and interactions between health, stress and coping.	11	2	0	13
	<b>Total</b>	37	8	0	45

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

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

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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	M	M	M	M	M	M	M	S	M	M	M	S	S	S	S	S
CO2	M	M	S	S	S	S	S	S	M	M	S	S	S	S	S	S
CO3	M	M	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

**S- Strongly Correlated**

**M-Moderately Correlated**

**MODES OF IN-SEMESTER ASSESSMENT:**

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

**(40Marks)**

**20Marks**

**07Marks**

10 Marks

3 Marks

**Essential Readings**

- Dorch, Patricia. *What Are Soft Skills?* New York: Execute Dress Publisher, 2013.
- Klaus, Peggy, Jane Rohman & Molly Hamaker. *The Hard Truth about Soft Skills*. London: HarperCollins E-books, 2007.
- Petes S. J., Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw-Hill Education, 2011.
- Stein, Steven J. & Howard E. Book. *The EQ Edge: Emotional Intelligence and Your Success*. Canada: Wiley & Sons, 2006
- Ghosh ,B.N (2012): *Managing Soft Skill for personality development*, Tata McGraw-Hill Education, New Delhi
- Pestonjee, D M. *Stress and Coping: The Indian Experience*. SAGE Publications Pvt. Ltd; Second edition (15 December 1998)
- **Essential Articles**
- Moksnes, Unni K. and Espnes, Geira. Stress, sense of coherence and subjective health in adolescents aged 13–18 years. *Scandinavian Journal of Public Health*, June 2017, Vol. 45, No. 4 (June 2017), pp. 397-403
- Weiss, Peter E. *Using Public-Speaking Skills to Improve Classroom Instruction* Sage Publications
- Grubaugh, Steven. *Public Speaking: Reducing Student Apprehension and Improving Oral Skills*. The Clearing House, Feb., 1990, Vol. 63, No. 6 (Feb., 1990), pp. 255-258, Published by: Taylor & Francis, Ltd.
- The OCR Guide to Presentation Skills, [www.ocr.org.uk](http://www.ocr.org.uk)
- Hanna, Jennie L. *Reducing Fear with Recitations*. *The English Journal*, May 2018, Vol. 107, No. 5 (May 2018), pp. 39-43 Published by: National Council of Teachers of English
- Gerich, Joachim. *Effects of Social Networks on Health from a Stress Theoretical Perspective*. *Social Indicators Research* , August 2014, Vol. 118, No. 1 (August 2014), pp. 349- 364 Published by: Springer
- Thoits, Peggy A. *Stress and Health: Major Findings and Policy Implications*. *Journal of Health and Social Behavior* , 2010, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S41-S53 Published by: American Sociological Association
- Pearlin, Leonard I. , Menaghan, Elizabeth G. Morton A. Mullan, Lieberman and Joseph T. *The Stress Process*. *Journal of Health and Social Behavior* , Dec., 1981, Vol. 22, No. 4 (Dec., 1981), pp. 337-356 Published by: American Sociological Association
- Walter, Nan Lin M. and Ensel . *Life Stress and Health: Stressors and Resources*. *American Sociological Review* , Jun., 1989, Vol. 54, No. 3 (Jun., 1989), pp. 382- 399 Published by: American Sociological Association
- Aneshensel, Carol S. *Social Stress: Theory and Research* .*Annual Review of Sociology* , 1992, Vol. 18 (1992), pp. 15-38 Published by: Annual Reviews

### **Exercises and Practices at the classroom**

- The teacher can arrange mock Group Discussion among the students by using audio visual techniques
- Mock public speaking forum can be created within the classroom by providing them various topics.

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

### **Suggested Readings**

- R. Baron & D. Byrne : Social Psychology: Understanding Human Interaction, 1993, Prentice Hall of India Pvt. Ltd., Delhi, 1993 (6<sup>th</sup> Edn)
- T.M Newcomb et al. : Social Psychology: A Study of Human Interaction, Tavistock Publication Ltd., London, 1961 (Revised Edn).
- Hook. D, Franks. B & Bauer W. Martin (2011): The Social Psychology of Communication, (6<sup>th</sup> edition), AIAA.

### **E- resource:**

- <https://openpress.usask.ca/introductiontopsychology/chapter/stress-and-coping/>
- <https://mspace.lib.umanitoba.ca/server/api/core/bitstreams/b8d9c38e-e6fa-4c1e-af34-2d7938679d89/content>
- <https://davidscottsociology.tripod.com/sitebuildercontent/sitebuilderfiles/socialstress.pdf>
- [https://sites.bu.edu/deborahcarr/files/2020/09/Carr-Umberson\\_HSP-2013.pdf](https://sites.bu.edu/deborahcarr/files/2020/09/Carr-Umberson_HSP-2013.pdf)
- <http://aristeiainmed.aegean.gr/ext-files/koinoniko-oikonomikes/social-stress.pdf>
- [https://www.researchgate.net/publication/234838398\\_Social\\_Stress\\_Theory\\_and\\_Research](https://www.researchgate.net/publication/234838398_Social_Stress_Theory_and_Research)
- <https://mspace.lib.umanitoba.ca/items/5770b1bc-11f4-4d9f-9bb4-2e9ddb42c294>

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

**Course Outcome (CO):**

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

**CO1:**

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

**ILO:**

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

**CO2:**

Evaluate key concepts and institutions which are useful to understand the Indian society.

**ILO:**

- To apply sociological imagination related to different institutions of Indian society.
- To analyze the relationship between castes, tribes and village studies with major social institutions of Indian society

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

**ILO:**

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



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

**ILO:**

- Understand Principle and Pattern of Kinship
- Examine the relationship between religion, kinship and Society

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	India: An Object of Knowledge 1.1 The Colonial Discourse 1.2 The Nationalist Discourse 1.3 The Subaltern Critique	16	2	0	18
2 (15 Marks)	Indian Society: Concepts and Institutions 2.1 Caste: Concept and Critique 2.2 Tribe: Profile and Location 2.3. Village: Structure and Change	16	2	0	18
3 (15 Marks)	The model of Agrarian classes and Industrial classes in India 3.1 Agrarian Classes 3.2 Industry and Labour	10	2	0	12
4 (15 Marks)	Kinship: Principle and Pattern 4.1 Meaning, Nature, Types 4.2 Religion, Kinship and Society	10	2	0	12
<b>Total</b>		52	08	0	60

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						

Conceptual Knowledge					CO1 CO2, CO3	CO2,CO4	
Procedural Knowledge				CO2	CO1	CO2	
Metacognitive Knowledge							

### Mapping Of Course Outcome To Program Outcome

CO/PO	PO 1	PO 2	PO3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	S	S	S	S	S	M	S	M	M	S	M	S	M
CO4	M	M	M	S	S	S	S	S	S	S	M	M	M	M	M	M

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

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

20Marks  
07Marks  
10 Marks  
3 Marks

### SUGGESTED READINGS:

#### The Colonial Discourse

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

#### The Nationalist Discourse

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

#### The Subaltern Critique

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

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

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

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

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

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

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

#### **Agrarian Classes**

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

#### **Industry and Labour**

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

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

- Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

#### **Religion and Society**

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

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

### **Course Outcome (CO):**

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

#### **CO 1:**

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

#### **ILO:**

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

#### **CO 2:**

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

#### **ILO:**

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

#### **CO 3:**

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

#### **ILO:**

- Define Social Action as the core element of society as per Weberian understanding
- Identify Ideal Type as a method of understanding social phenomenon
- Illustrate Weber's interpretation of religion and economy as social phenomenon
- Define and explain the concepts and relationship between Authority and Power

**CO 4:**

Examine Emile Durkheim's understanding of social phenomenon as Social Facts

**ILO:**

- Define Social Facts and its types
- Draw the relationship between society and individuals as per Durkheim's ideas
- Illustrate Durkheim's idea of Suicide as a Social Fact
- Illustrate the theory of Suicide with examples

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	August Comte 1.1 Law of Human Progress 1.2 Hierarchy of Sciences 1.3 Positivism as an approach in Sociology	10	2	0	12
2 (15 Marks)	<b>Karl Marx</b> 2.1 Materialist Conception of History 2.2 Class and Class struggle 2.3 Alienation 2.4 Contribution of Historical Materialism to Sociological Theory	10	2	0	12
3 (15Marks)	<b>Max Weber</b> 3.1 Social Action and Ideal Types 3.2 Authority and Power 3.3 Religion and Economy	16	2	0	18
4 (15Marks)	<b>Emile Durkheim</b> 4.1 Social Fact 4.2 Individual and Society 4.3 The theory of Suicide	16	2	0	18
	<b>Total</b>	52	08	0	60

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

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



- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
- Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

**Emile Durkheim**

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

**SUGGESTED READINGS**

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

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

**Course Outcomes:**

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

**CO-1:**

To explain the complexity and philosophical underpinnings of social research.

**ILO:**

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

**CO-2:**

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

**ILO:**

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

**CO-3:**

To assess the dynamics of quantitative and qualitative research methods

**ILO:**

- To distinguish the qualitative and quantitative research methods
- To apply different types of research methods based on the nature of study
- To justify the role of a fieldworker in doing social research

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>The Logic of Social Research</b> . 1.1. Science and Sociology 1.2 Scientific Method: Positivist and Constructionist interpretation 1.3. Objectivity in the Social Sciences	16	2	0	18
2 (15Marks)	<b>Methodological Perspectives</b> 2.1 Historical Method 2.2 Comparative Method 2.3The Ethnographic Method 2.4 Ethnomethodology 2.5 Phenomenology	16	2	0	18
3 (15Marks)	<b>Modes of Enquiry</b> 3.1.Relation between Theory and Research 3.2 .Inductive and Deductive Logic in Research	10	2	0	12
4 (15Marks)	<b>Quantitative and Qualitative Research :</b> 4.1 Meaning and Characteristics 4.2 Purposes and types.	10	2	0	12
	<b>Total</b>	52	8	0	60

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*



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

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

### Mapping of Course Outcomes to Program Outcomes

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

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

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

**(40Marks)**

**20Marks** -  
**07Marks**  
 10 Marks  
 3 Marks

### SUGGESTED READINGS:

#### **The Logic of Social Research**

#### **What is Sociological Research?**

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

#### **Objectivity in the Social Sciences**

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

### **Methodological Perspectives**

#### **The Comparative Method**

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

#### **The Ethnographic Method**

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

#### **Phenomenology**

- Heidegger, Martin. (2005) *Introduction to Phenomenological Research*. Indiana University Press

#### **Ethnomethodology**

- Garfinkel, Harold. (1967) *Studies in Ethnomethodology*. Prentice Hall

### **Modes of Enquiry**

#### **Theory and Research**

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

#### **Quantitative and Qualitative Research**

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

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

**CO 1:**

Apply sociological perspectives in understanding kinship

**ILO:**

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

**CO 2:**

Appraise the determinants and components of kinship

**ILO:**

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

**CO 3:**

Examine the nature and changes in family as a social institution

**ILO:**

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

**CO 4:**

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

**ILO:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Introduction to Kinship</b> 1.1 What is Kinship? 1.2 Descent and Lineage 1.3 Marriage 1.4 Incest Taboo	13	2	0	15
2 (15 Marks)	<b>Family and Household</b> 2.1 Nature and types of family 2.2 Family and Household: forces of change 2.3 Reimagining Families	8	2	0	10
3 (15 Marks)	<b>Contemporary Issues I</b> 3.1 Choice and regulation of Marriage- honour and shame 3.2 Dowry and Bride Price 3.3 Uniform Civil Code and Kinship	8	2	0	10
4 (15 Marks)	<b>Contemporary Issues II</b> 4.1 New Reproductive Technologies 4.2 Marriage Migration: Meaning, Prospects and Challenges 4.3 Power, Discrimination and Violence in Family	8	2	0	10
<b>Total</b>		37	8	0	45

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

### Cognitive map of course outcomes with blooms taxonomy

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

## Mapping of course outcomes to programme outcomes

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

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

**(40Marks)**

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

20Marks  
07Marks  
10 Marks  
3 Marks

### SUGGESTED READINGS:

#### Introduction to Kinship

- Biological and Social Kinship
- Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds), Kinship and Family: An Anthropological Reader, U.S.A. : Blackwell, pp. 1-23.
- Cultural Kinship
- Schneider, D.M., 2004 (1972), ' What is Kinship All About?', in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A. : Blackwell, pp. 257-274.
- Carsten, J., 2004, ' Introduction, in After Kinship, Cambridge: Cambridge University Press, pp. 1-30.
- Radcliffe-Brown, A.R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press, Introduction, pp. 1-39.
- Fortes, M., 1970, ' The Structure of Unilineal Descent Groups', in M. Fortes, Time and Social Structure and Other Essays, University of London: The Athlone Press, pp 67-95
- Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E.R. Leach (eds.), Rethinking Anthropology, London: The Athlone Press, pp. 105-113.
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press, pp. 19-23.

- Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi : Oxford University Press, pp. 341-356.

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

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

#### **Contemporary Issues I**

- Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M.E. John and J. Nair (eds), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.
- Rao, V.V.P., & Rao; V.N. (1980). *The Dowry System in Indian Marriages: Attitudes, Expectations, and Practices*, *International Journal of Sociology of the Family*, 10 (1), 99-113.
- Menon, N. (2014) . *A Uniform Civil Code in India. The State of the Debate in 2014*. *Feminist Studies*. 40 (2), 480-486.

#### **Contemporary Issues II**

- Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163-183.
- Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.)11, pp.85-105.
- John, M.E. et.al., 2008, 'Structural Contexts of Adverse Sex Ratio' in M.E. John et. Al., *Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab*, New Delhi: Action Aid, pp. 68-78.
- Karlekar, M. (1998). *Domestic Violence*. *Economic and Political Weekly*, 33(27), 1741-1751

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

**Course Outcomes:**

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

**CO-1:**

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

**ILO:**

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

**CO-2:**

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

**ILO:**

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

**CO-3:**

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

**ILO:**

- To illustrate Lewin's Three-Step Model and Kotter's Eight-Step Plan in understanding organizational change and development

- To apply action research in solving contemporary issues of organizational change
- To utilize the knowledge in improving human behaviour at work and organizational development

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (15 Marks)	<b>Introduction to Organizational Behaviour (OB):</b> 1.1 Definition, 1.2 Key Elements of OB, 1.3 Nature and Scope, 1.4 Need for Studying OB, 1.5 Contributing Disciplines to OB.	9	1	0	10
2 (15 Marks)	<b>Organizational Behaviour (OB) in Historical Perspective:</b> 2.1 Evolution of OB, 2.2 Goals of OB, 2.3 Models of OB, 2.4 Challenges and Opportunities for OB.	9	1	0	10
3 (15 Marks)	<b>Organizational Change and Organizational Development(OD):</b> 3.1 Forces for Change, 3.2 Managing Planned Change, 3.3 Resistance to Change, 3.4 Overcoming Resistance to Change, 3.5 Organizational Development(OD), Its Characteristics and Objectives, 3.6 Organizational Development(OD) and Techniques.	10	2	0	12
4 (15 Marks)	<b>Approaches to Managing Organizational Change:</b> 4.1 Lewin's Three-Step Model, 4.2 Kotter's Eight-Step Plan for Implementing Change, 4.3 Action Research, 4.4 Contemporary Change Issues for Today's Managers.	11	2	0	13
	<b>Total</b>	39	6	0	45

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*



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

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

### Mapping of Course Outcomes to Program Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO16
CO1	M	M	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	M	S	S	S	M	S	M	S	M	S	S

**S- Strongly Correlated**

**M-Moderately Correlated**

### MODES OF IN-SEMESTER ASSESSMENT:

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

**(40Marks)**

**20Marks**

**07Marks**

10 Marks

3 Marks

### Essential Readings:

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

- Robbins Stephens P, Timothy A. Judge and Seema Sanghi, Organizational Behaviour, Pearson Prentice Hall, Delhi, 2008.

### **Exercises and Practices at the Classroom**

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

### **Case Studies for Students**

- Case-1- Maharashtra Association of resident Doctors (MARD) source: V.P, Michael: Organisational Behaviour and Managerial Effectiveness, S. Chand & Company Limited, New Delhi, 1989.
- Case-2 GE'S Work-Out, Source: Based on D. Ulrich, S.Kerr, and R. Ashkenas, The GE Work-Out (New York: McGraw-Hill, 2002); and A. Kleiner, "GE's Next Workout", strategy + business, Winter 2004, pp. 1-5.

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