THE ASSAM
ROYAL GLOBAL UNIVERSITY

ROYAL SCHOOL OF HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY

Learning Outcomes-based Curriculum Framework (LOCF) for Undergraduate Programme in BA Sociology

W.E.F 2022 - 23

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1. Preamble

The following aspects have been taken into cognizance by faculty members and members of Board of Studies while framing the BA Sociology (Honours) syllabus:

i. The learning outcomes of the BA Sociology (Hons) programme are designed to help students analyze, appreciate, and critically engage with classical and contemporary sociological approaches and, the historical understanding of the emergence of the subject.

ii. This programme ensures that a contemporary and relevant knowledge is imparted in a dialogical pedagogy with full involvement of students based on the Learning Outcome-based Framework.

iii. The arrangement of courses/papers in the semesters is in accordance with the credit load in each semester and the overall credit. Hence, the selection of course content is made in accordance with the preliminary understanding of the subject with specializations in the subsequent years.

iv. This programme is designed in a manner to give importance to research initiatives to put sociological knowledge in action for the development of the university and society at large.

1.1. Introduction

The discipline of Sociology is the most contemporary discipline among the Social Sciences. It provides training to students in understanding the different social structures and varied social processes through which a society comes into being, maintains its existence, and undergoes changes. It helps students decipher social interactions and learn to make meanings out of human interactions and experiences. Sociology as a scientific study of human interaction trains the human mind to explore the macro structures as well as the micro structures of society. It is a combination of theoretical and empirical study which leads to development of creative pedagogy, participatory learning, and critical reflection. It attempts to generate scientific and logical reasoning, humanistic empathy, acceptance of diversity, and growth of knowledge among each one of its students. It is an inter-disciplinary subject which encompasses historical and contemporary issues, and as such is a research goldmine for the potential unearthing of hidden and marginalised knowledge, as well as for the reinterpretation of events and discourses whether they be hegemonic or otherwise.

The Sociology syllabus at The Assam Royal Global University focuses on committing to rigorous imparting of disciplinary fundamentals, comparative intent, and a general preference to concern oneself with deeper and enduring attributes of social issues. The inter-disciplinary nature of the subject provides the scope for elaborate endeavour into the different areas of study. The undergraduate and postgraduate syllabi are designed to impart knowledge from classical thinkers to modern theories, and from research methodology to the process of producing

dissertations in which empirical work and secondary sources are given equal importance.

The students not only engage in learning critical approaches and perspectives in the classroom but are also encouraged to participate in short field visits during vacations as part of their mandatory research projects. The department also takes care to expose the students to the prevailing social realities through activities such as outreach programmes, regular film screening, seminars, and other programmes in collaboration with other social organisations. The discipline provides students to find fulfilling careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability

1.2. Learning Outcomes-based Approach to Curricular Planning

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Sociology is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes. The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This

approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

1.2.1. Nature and Extent of Bachelor's Degree programme in Sociology (H)

A bachelor's degree in Sociology is a 3 years degree course which is divided into 6 semesters as under:

Sl. No.	Year	Mandatory Credits to be secured for the Award
1	After successful completion of 1st year	48
2	After successful completion of 2nd year	96
3	After successful completion of 3rd year	144
	Total Credits	144

A student pursuing 4 years undergraduate programme with research in a specific discipline shall be awarded an appropriate Degree in that discipline on completion of 8th Semester if he/she secures 180 Credits. Similarly, for certificate, diploma and degree, a student needs to fulfill the associated credits. An illustration of credits requirements in relation to the type of award is illustrated below:

Bachelor's Degree (Honours) is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills, and values that a student intends to acquire to look for professional avenues or move to higher education at the postgraduate level.

Bachelor's Degree (Honours) programmes attract entrants from the secondary level or equivalent, often with subject knowledge that may or may not be

directly relevant to the field of study/profession. Thus, BA (Honours) Course in Sociology aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.

1.2.2. Aims of Bachelor's Degree (H) Programme in Sociology

The overall objectives of the Learning Outcomes Framework (LOCF) for BA Honours Degree in Sociology are:

1. To impart the basic knowledge of sociological theories, principles, models, and l laws of traditional and modern Sociology.
2. To impart more multi-disciplinary and a holistic course curriculum.
3. To develop the learners providing research-based knowledge.
4. To develop the learner into competent and efficient in the field of Sociology.
5. To empower learners by communication, professional and life skills.
6. To prepare socially responsible academicians, researchers, professionals with a global vision.
7. To provide and adapt curricula that prepares our graduates for employment and further study as sociologists.
8. To provide the students with the opportunity to pursue courses that emphasizes quantitative and theoretical aspects of Sociology.
9. To provide students with the opportunity to understand the relevance of Sociology in public policy and administration.
10. To provide programs that allows the students to choose from a wide range of specializations within the discipline of Sociology.

1.3. Graduate Attributes (GA)

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The Graduate Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every

student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies, that all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate from the department of Sociology, The Assam Royal Global University, should demonstrate are as follows:

GA 1: *Disciplinary Knowledge*: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

GA 2: *Critical Thinking*: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

GA 3: *Problem Solving*: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

GA 4: *Analytical Reasoning*: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

GA 5: *Research-related Skills*: A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

GA 6: *Scientific Reasoning*: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

GA 7: *Reflective Thinking*: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

GA 8: *Moral and Ehical Awareness/Reasoning*: Ability to embrace moral/ethical

values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior and adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

GA 8: *Life Long Learning*: Ability to retain and build on critical reading skills and ability to transfer such skills to other domains of one's life and work.

1.4. Qualifications Descriptors for bachelor's Degree (H) Programmes in Sociology

The qualification descriptors for a Bachelor degree with honours in the Department of Sociology, The Assam Royal Global University, includes the following:

- Demonstrate (i) a systematic, extensive and coherent knowledge and understanding of the academic field of Sociology as a whole and its applications, and links to related disciplinary areas/subjects of study; including a critical understanding of the establishedtheories, principles and concepts, and of a number of advanced and emerging issues in the field of study; (ii) procedural knowledge that creates different types of professionalsrelated to the disciplinary/subject area of study, including research and development, teaching and government and public service; (iii) skills in areas related to one's specialisation and current developments in the academic field of study, including a critical understanding of the latest developments in the area of specialisation, and an ability to use established techniques of analysis and enquiry within the area of specialisation;
- Demonstrate comprehensive knowledge about materials, including current research, scholarly, and/or professional literature, relating to essential and advanced learning areas pertaining to the chosen disciplinary areas (s) and field of study, and techniques and skills required for identifying problems and issues relating to the disciplinary areaand field of study of Sociology;
- Demonstrate skills in identifying information needs, collection of relevant quantitativeand/or qualitative data drawing on a wide range of sources, analysis and interpretationof data using methodologies as appropriate to Sociology for formulating evidence- based solutions and arguments;
- Use knowledge, understanding and skills for critical assessment of a wide range of ideasand complex problems and issues relating to Sociology;
- Communicate the results of studies undertaken in Sociology accurately in a range of different contexts using the main concepts, constructs and techniques of the subject;
- Address one's own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge;
- Apply one's disciplinary knowledge and transferable skills to new/unfamiliar

contextsand to identify and analyse problems and issues and seek solutions to real-life problems.

- Demonstrate subject-related and transferable skills that are relevant to some of the jobtrades and employment opportunities.

1.5. Programme Learning Outcomes relating to B.A. (Honours) Degree Programme in Sociology:

PO-1: ***Disciplinary Knowledge Sociology:*** Ability to attain a firm grounding of the theoretical foundations of sociology and the sociological principles of the discipline.

PO-2: ***Critical Thinking in Sociology:*** Ability to use knowledge, understanding and skills required for identifying problem and issues relating to society.

PO-3: ***Problem Solving in Sociology:*** Ability to demonstrate subject-related and transferable skills that are relevant to some ofthe job trades and employment opportunities.

PO-4: ***Analytical Reasoning in Sociology:*** Ability to understand various social issues, processes and social problems.

PO-5: ***Research Related Skills in Sociology:*** Develop analytical power and logical approach to problem-solving mechanisms.

PO-6: ***Scientific Reasoning in Sociology:*** Ability to interpret scientific data and analyse the same to draw general conclusions based on evidence and experience based research approach.

PO-7: ***Reflective Thinking in Sociology:*** Ability to reflect one's lived experiences and study them in relation to the learned theories and approaches of the discipline.

PO-8: ***Moral & Ethical Awareness in Sociology:*** Ability to recognize moral & ethical values and ethos and apply it in the process of empirical research and analysis.

Programme Specific Outcomes:

PSO1: Ability to identify and understand social issues and problems.

PSO2: Ability to conduct empirical studies for scientific social science research as wellas to analyse and interpret the data.

PSO3: Ability to perform as a successful sociologist for educational, research as well as administrative institutions.

PSO4: Ability to perform as an advisor to various government institutions and assist

policy making processes.

1.6. Teaching Learning Process: Teaching and learning in this programme involve classroom lectures as well tutorials. It allows-

- The tutorials allow a closer interaction between the students and the teacher aseach student gets individual attention.
- Written assignments and projects and term papers submitted by students
- Group discussion
- Home assignments
- Quizzes and class tests
- PPT presentations, Seminars, interactive sessions
- Audio-Visual Aids (Documentary, Films)
- Field Work/ Field visit
- Demonstrate subject-related and transferable skills that are relevant to some of the jobtrades and employment opportunities.

1.7. Assessment Method and Scheme of Evaluation

	Component of Evaluation	Marks	Frequency	Code	Weightage
A	Continuous Evaluation				
I	Analysis/Class test	Combination of any 3 from (i) to (v) with 5 marks each	1-3	C	25%
Ii	Home Assignment		1-3	H	
Iii	Project		1	P	
Iv	Seminar		1-2	S	
V	Viva-Voice/Presentation		1-2	V	
Vi	MSE	MSE shall be of 1o marks	1-3	Q/CT	
Vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester end Examination		1	SEE	70%

	Total				100%

2. Learning Outcome of Different Types of Courses for BA (H) in Sociology

BA Sociology Programme Structure

1st Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C101	Introduction to Sociology	3	1	0	4	4
2	SOC182C102	Basic Concepts in Sociology	3	1	0	4	4
3	SOC182C103	Sociology of India-I	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A101	Communicative English-I (AECC-1)	1	0	0	1	1
5	BHS982A104	Behavioral Science-I (AECC-2)	1	0	0	1	1
Skill Enhancement Courses (SEC-1)							
6	SOC182S121	SEC-I (To be chosen from basket courses)	0	0	2	2	2
Value Added Courses (VAC-1)							
7	VAC992V109	VAC-I (To be chosen from basket courses)	2	0	0	2	2
Generic Elective							
8	SOC182G101	GE-I Introduction to Sociology and Basic Concepts	3	0	0	3	3
9	SOC182G102	GE-II Sociology of Gender	3	0	0	3	3
Total Credit						**24**	**24**

2nd Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C201	Sociological Thinkers-I	3	1	0	4	4
2	SOC182C202	Sociology of India-II	3	1	0	4	4
3	SOC182C203	Research Methodology	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A201	Communicative English-II (AECC-3)	1	0	0	1	1
5	BHS982A204	Behavioral Science-II (AECC-4)	1	0	0	1	1
Skill Enhancement Courses (SEC2)							

6	SOC182S221	SEC-II (To be chosen from basket courses)	0	0	2	2	2
Value Added Courses (VAC2)							
7		VAC-II (To be chosen from basket courses)	2	0	0	2	2
Generic Elective							
8	SOC182G201	GE-III Sociology of India-I	3	0	0	3	3
9	SOC182G202	GE-IV Environmental Sociology	3	0	0	3	3
Total Credit						**24**	**24**

3rd Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C301	Sociology of Kinship	3	1	0	4	4
2	SOC182C302	Sociological perspectives-I	3	1	0	4	4
DSE							
3	SOC182D301	Population and Society	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A301	Communicative English-III (AECC-5)	1	0	0	1	1
5	EVS982A303	Environmental Sciences (AEEC-6)	1	0	0	1	1
Internship							
6		4 weeks internship/Project after 2nd semester exam	0	0	4	4	4
Generic Elective							
7	SOC182G301	GE-V Sociological Thinkers	3	0	0	3	3
8	SOC182G102	GE- VI Sociology of Gender	3	0	0	3	3
Total Credit						**24**	**24**

4th Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C401	Sociological Perspectives-II	3	1	0	4	4
2	SOC182C402	Social Stratification	3	1	0	4	4
DSE							
3	SOC182D401	Introduction to Sociology of Health & Medicine	3	1	0	4	4

Ability Enhancement Compulsory Courses (AECC)							
4	CEN982A101	Communicative English-IV (AECC-7)	1	0	0	1	1
5		(AECC-8)	1	0	0	1	1
Skill Enhancement Courses (SEC3)							
6	SOC182S411	Basics of Microsoft Excel	2	0	0	2	2
Value Added Courses (VAC3)							
7		VAC-III (To be chosen from basket of courses)	2	0	0	2	2
Generic Elective							
8	SOC182G401	GE-VII Sociology of India II	3	0	0	3	3
9	SOC182G202	GE-VIII Environmental Sociology	3	0	0	3	3
Total Credit						**24**	**24**

5th Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C501	Political Sociology	3	1	0	4	4
2	SOC182C502	Sociology of Religion	3	1	0	4	4
DSE (Only 2 to be chosen)							
3	SOC182D501	Urban Sociology	3	1	0	4	4
4	SOC182D502	Environmental Sociology	3	1	0	4	4
5	SOC182D503	Development Communication	3	1	0	4	4
6	SOC182D504	Agrarian Sociology	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
7	CEN982A501	Communicative English-V (AECC-9)	1	0	0	1	1
8	EVS982A502	Environmental Studies & Sustainable Development-I	1	0	0	1	1
Value Added Courses (VAC 4)							
9		VAC-IV (To be chosen from basket of courses)	2	0	0	2	2
Internship							
10		6 weeks internship/Project after 4th semester exam	0	0	12	6	6
Total Credit						**26**	**26**

6th Semester							
Sl.No.	**Subject Code**	**Names of subjects**	**L**	**T**	**P**	**C**	**TCP**
Core Subjects							
1	SOC182C601	Sociological Thinkers – II	3	1	0	4	4
2	SOC182C621	Minor Project	0	0	4	4	4
DSE (Only 3 to be chosen)							
3	SOC182D601	Sociology of Gender	3	1	0	4	4
4	SOC182D602	Economic Sociology	3	1	0	4	4
5	SOC182D603	Sociology of Education	3	1	0	4	4
6	SOC182D604	Social Movements in India	3	1	0	4	4
7	SOC182D605	Sociology of Development	3	1	0	4	4
8	SOC182D606	Criminology	3	1	0	4	4
Ability Enhancement Compulsory Courses (AECC)							
9	CEN982A601	Communicative English-VI (AECC-10)	1	0	0	1	1
10	EVS982A602	Environmental Studies & Sustainable Development-II	1	0	0	1	1
Skill Enhancement Courses (SEC4)							
11		SEC-IV (To be chosen from basket of courses)	2	0	0	2	2
Value Added Courses (VAC5)							
12		VAC-V (To be chosen from basket of courses)	2	0	0	2	2
Total Credit						**26**	**26**

1ST SEMESTER

Paper I: **Introduction to Sociology**		Subject Code: **S0C182C101**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *To introduce the discipline of sociology to students of diverse trainings and backgrounds and instill a sociological way of thinking among the students.*

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

SN	CO		BT
1	**CO1**	*Define* necessary and basic understanding of sociology as a subject	**BT1**
2	**CO2**	*Illustrate* their ability to think sociologically and exemplify their expertise in identifying social issues and problems	**BT2**
3	**CO3**	*Apply* sociological imagination to everyday life and they will also garner a fair idea of the implication on what to expect from future courses	**BT3**
4	**CO4**	*Analyze* and take part in conceptual understanding of the mechanisms of society and will be able to deconstruct society in its many parts	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Discipline & Perspective – Why study sociology? Studying people & society. Introducing classical and modern theories & perspectives, founders of sociology. Micro and macro sociology.	**12**
II	Thinking Sociologically – Sociological imagination. Sociology and common sense. Science and Common Sense, The sociological context of India, book view and field view. Comparative sociology.	**12**
III	Emergence of Sociology –Industrial Revolution, French Revolution, Enlightenment & critique of modernity. Natural sciences and social sciences. Introduction to French, British, German, and American sociology with special attention to: Comte and Saint-Simon, Historical Materialism, Hegel (idealism, dialectics, thesis, antithesis, synthesis).	**12**

IV	Sociology and other Social Sciences (relationship, similarities and differences) – Philosophy, Anthropology, History, Political Science, Economics, Psychology, Ecology, Criminology.	**12**
Total		**48**

Text Books:

1. Giddens, A. (2009). *Sociology*. 6th edition (pp. 1-31); Cambridge: Polity Press.
2. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.

References:

1. Beteille, André. (2002). Sociology: Essays in Approach & Method; Oxford University Press.
2. Giddens, Anthony et al. (2016). Introduction to Sociology 10th edition. New York: W.W Norton & Company.
3. Malinowski, B. (1922). Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
4. Berger, L. Peter. (1963). Invitation to Sociology: A Humanistic Perspectiv. Anchor Books.
5. Inkeles, Alex. (1964). What is Sociology: Introduction to the Discipline and Profession. Prentice Hall India Learning Private Limited (1 January 1979).

Additional Readings:

1. Agger, Ben. (1991). 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological Relevance' Annual Review of Sociology 17: 105-131
2. Connell, R.W. (1997). "Why is Classical Theory Classical?" American Journal of Sociology. 102 (6): 1511-57.
3. Garner, James F. (1994). Politically Correct Bedtime Stories: Modern Tales for Our Life and Times; Garner. New Jersey: John Wiley & Sons Inc. Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'.
4. Johnson, Allan G. (2008). The Forest and the Trees: Sociology as Life Practice and Promise. Philadelphia: Temple University Press.

Paper II: **Basic Concepts in Sociology** Subject Code: **S0C182C102**

L-T-P-C **3-1-0-4** Credit Units: **4** Scheme of Evaluation: **T**

Course Objective: *The course aims to introduce the basic terminologies and ideas which students need to be proficient in, in order to advance further in the discipline.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Relate* the basic terminologies and ideas learnt in this paper to learn Sociology better in their subsequent semesters	**BT1**
2	**CO2**	*Classify* various knowledge/research fields offered by the discipline of Sociology and develop further interest in the field of Applied Sociology	**BT2**
3	**CO3**	*Identify* the relevance of this course in preparation for various state/national level competitive examinations such as, UPSC/APSC, etc	**BT3**
4	**CO4**	*Take part* in social life as a responsible social being with the knowledge gained from this paper to apply in everyday social life	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Individual and Group – definition and classifications. Primary & secondary socialisation. Social distance. Primary & secondary groups. In-group & Out-group. Reference groups. Looking glass self. Task groups. Self-help groups. F Tonnies: Gemeinschaft and Gesselschaft. Stereotypes.	**12**
II	Social Institutions, Community, Association – Birth of community. Institutions and their development; institutionalisation. Ideologies. Formal associations and large scale organisations. Voluntary associations. Intellectuals and bureaucrats.	**12**
III	Culture and Society – Nature/Culture debate. Social norms: conformity, deviance, social control. Values, ideas, norms, mores, customs, law, tradition. Role, status, prestige, rank, rewards, goals, vertical and horizontal social mobility. Poverty. Ethnicity & ethnocentrism. Cultural lag, ideal & real culture, cultural relativity, counter-culture, acculturation, diffusion.	**12**
IV	Social Processes – associative and dissociative. Interaction and cooperation, competition and conflict (meaning, definition, types, characteristics, role); accommodation, assimilation.	**12**
Total		**48**

Text Books:

1. Horton, Paul B., Chester L. Hunt. (2004). Sociology. New Delhi: Tata McGraw-Hill.

2. Rao, C.N.S. (2009). Sociology. Revised edition. New Delhi: S. Chand Publishing.

References:

1. Bierstedt, Robert. (1974). The Social Order. New York: McGraw Hill
2. MacIver, Robert M, & Charles Hunt P. (1949), Society. New York: Rinehart.
3. Abel, Theodore. (1980). The Foundations of Sociological Theory. Jaipur: Rawat Publications.
4. Abraham, Francis M. and John Henry Morgan. (1985). Sociological Thought. Chennai: Macmillan India.
5. Aron, Raymond. (1965). Main Currents in Sociological Thought, Vol. I and II. Middlesex: Penguin Books.

Additional Readings:

1. Dahlke, O. (1952) "Race and Minority Riots: A Study in the Typology of Violence," Social Forces, XXX, 420.
2. Davis, A.K. (1951) "Conflict between Major Social Systems," Social Forces, 31.
3. Braham, Peter (2013). Key Concepts in Sociology. Thousand Oaks, California: SAGE.
4. Giddens Anthony, and Phillip Sutton. (2017). Essential Concepts in Sociology (2nd Edition) London: John Wiley and Sons.
5. Ritzer, George. (1988). Sociological Theory, Second edition. New York: McGraw-Hill.

Paper III: **Sociology of India – I**		Subject Code: **S0C182C103**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper introduces the processes and modes of construction of knowledge of India. It does so by drawing attention to key concepts and institutions along with the changes undergone.*

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

SN	CO		BT
1	**CO1**	*Relate* the intensity of doing field work along with the textual understanding	**BT1**
2	**CO2**	*Compare* Indian society to other South Asian societies	**BT2**
3	**CO3**	*Develop* a clearer view of their own societies with a better understanding and critical thinking	**BT3**

4	**CO4**	*Examine* the multiple social groups and their interaction in Indian society	**BT4**

Detailed Syllabus

Modules	**Topics / Course Content**	**Periods**
I	Religion in India – Hinduism, Islam, Sikhism. Issues in understanding religion in an academic manner. Sects. Asceticism. Syncretism.	**12**
II	Caste System –Basis of the caste system; Caste system as social fact. Varna & Jati. Dynamics of dominant castes, left hand and right hand castes, sanskritisation, westernisation, modernisation. Critical views of caste system, impact of the census system. Lingayat Movement, Brahmo Samaj. Women in Brahmanical values.	**12**
III	Indian Village – Myth & Reality. Is village a social fact? Munro, Metcalfe, Marx, Maine on Indian village and its criticism. Kings and the Indian village. Village solidarity. Agrarian classes. McKim Marriott: Parochialisation and Universalisation.	**12**
IV	Tribal Situation in India – Historical and contemporary problems. India's diversity. Christianity and Hinduism in tribal life. Administration and alienation. Race, language and land. Failure of governmental aids. Nehru's liberalism.	**12**
Total		**48**

Text Books:

1. Madan, T.N. (1997). Religion in India. OUP Reader.
2. Mencher, J. (1991). *The Caste System Upside Down* (pp.93-109); in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press.

References:

1. Ambedkar, B.R., Roy, A., & Anand, S. (2014). *Annihilation of Caste: The Annotated Critical Edition*. Adfo Books.
2. Srinivas, M.N. (1969). *The Caste System in India* (pp. 265-272); in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books.
3. Haimendorf, C. V. F. (1967). *The Position of Tribal Population in India* Chapter 9*;* in P. Mason, India and Ceylon: Unity and Diversity, New York: Oxford University Press.
4. Jodhka, S. S. (2015). *Caste in Contemporary India*. New Delhi: Routledge.

5. Srinvas, M. N. (1987). *The Dominant Caste and Other Essays* (pp.20-59); Delhi: Oxford University Press.

Additional Readings:

1. Beteille, A. (1986). The concept of tribe with special reference to India. *European Journal of Sociology.*
2. Jodhka, S.S. (1998). From "Book-view" to "Field-view": Social Anthropological Constructions of the Indian Village. *Oxford Developmental Studies*.
3. Jodhka, S. S. (2002). Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar. *Economic and Political Weekly*.
4. Srinivas, M.N. (1956). 'A Note on Sanskritization and Westernization' (pp. 481-496); *The Far Eastern Quarterly*, 15(4).
5. Xaxa, V. (2005). Politics of Language, Religion and Identity: Tribes in India. *Economic and Political Weekly*.

2nd SEMESTER

Paper I: **Sociological Thinkers- I**		Subject Code: **S0C182C201**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *To introduce the students to classical social sociologists whose works have shaped the discipline of sociology as we know it today.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Define* the main concepts introduced by the classical thinkers in the field of sociology	**BT1**
2	**CO2**	*Illustrate* the theoretical foundations of Sociology	**BT2**
3	**CO3**	*Apply* the theoretical foundations in understanding social phenomenon	**BT3**
4	**CO4**	*Analyse* the conceptual parameters in the academic platforms	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Auguste Comte, Saint Simon, Herbert Spencer– Theory of social evolution (Comte, Spencer), progress- Social static and dynamic, Positivism.	**12**
II	Emile Durkheim – Social Facts: material & non-material. Division of Labour: Organic solidarity & mechanical solidarity. Social Currents. Anomie: crime, suicide. Types of suicide.	**12**
III	Max Weber – Causality. Values. Subjectivity and objectivity. Interpretive Sociology. Verstehen, value neutrality, self-reflexivity. Ideal Types. Social Action: types (means-end rationality, value, affectual, traditional). Bureaucracy, power and authority.	**12**
IV	Karl Marx – Labour. Historical Materialism: Bourgeoisie & proletariat. Base & superstructure. Surplus. Modes of Production-Means of production & Relations of production, Alienation.	**12**
Total		**48**

Text Books:

1. Bottomore, T.B. (2014). *Sociology: A Guide to Problems and Literature*. G B Books.
2. Giddens, A. (2009) *Sociology (6th edition)* (pp. 13-20, 69-85); Polity Press Cambridge.

References:

1. Marks, Karl. & Engels, F. (1848). Communist Manifesto (1st & 2nd part). International Publishers.
2. Nisbet. A. Robert. (2004). *The Sociological Tradition*. Rawat Publications.
3. Ritzer, G. (2017). *Sociological Theory* (pp. 39-149, 233-244); New Delhi: McGraw Hill Education Pvt. Ltd.
4. Durkheim, E. (1984). *The Division of Labour in Society* (pp. 149-174); Basingstoke: Macmillan.
5. Durkheim, E. (1951). *Suicide: A Study in Sociology* (pp. 41-56, 145-276); New York: The Free Press.
6. Weber, Max, (1978). *Economy & Society: An Outline of Interpretive Sociology*, Vol. 1; University of California Press, Basic Concepts, Pages 4-26.

Additional Readings:

1. Adams, B.N. and Sydie R.A. (2002). Classical Sociological Theory. Pine Forge Press, An imprint of Sage Publications, Inc., California.

2. Nisbet, R.A. (2009). The Sociological Tradition. Transaction Publishers, New Brunswick, USA.
3. Marx, K. (1990). *Selected writings in Sociology and Social Philosophy* (pp. 88-101); Penguin Books Limited.
4. Parsons, T. & Shils E. (Eds.) (1951). *Towards a General Theory of Action* (pp. 3-29); New York: Harper and Row Publishers.
5. Marx, K. and F. Engels. (1969). *Selected Works Vol. 1*(pp. 13-15, 6-80, 98-106, 142-174, 502-506); Moscow: Progress Publishers.
6. Weber, Max. (1947). *The Theory of Social and Economic Organization* (pp. 87-123); New York: The Free Press,

Paper II: **Sociology of India- II**		Subject Code: **S0C182C202**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper will help the students enhance their idea about the Indian society, learning debates, and challenges faced while critically engaging with the multiple socio-political forces and ideologies which shape the nation.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Define* a refined theoretical and ethnographical hold of certain sensitive issues those are relevant to India	**BT1**
2	**CO2**	*Demonstrate*, interpret and compare the point-of-view of marginal social categories such as dalits, peasants, and women, among others	**BT2**
3	**CO3**	*Apply* the methodological orientation to know the Indian society in a more engaged fashion with relevant methodology	**BT3**
4	**CO4**	*Analyze* and deconstruct the generally accepted views on Indian society	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods

I	Communalism, Secularism, Nationalism. Communalism: Meaning & dimensions. Communalism in India. Communalism and violence. Preventive measures. Secularism: Meaning & Definition. Theories of secularism (liberal plural, orthodox plural, radical socialist). Secularism in India. Nationalism: Meaning & definition. Concept of nation-state. National identity in India. Citizenship & national identity. The relation between secularism, communalism & nationalism in India.	**12**
II	Gandhi & Ambedkar: Dalit Politics – Caste system & social reform. Dalit identity (Who are the Dalits?). Dalit movement. Politics & social transformation in independent India.	**12**
III	Peasant & Ethnic Movements – Agrarian societies. Marxist analysis of the peasantry. Peasant classes in the 20th century India. Satyagraha, Kisan Sabha. Tebhaga Movement. Telangana uprising. Meaning, characteristics, factors of ethnic movements. Assam movement (All Assam Students Union, contest between the state & the movement).	**12**
IV	Women's Movement: Early feminist campaigns. The movement against dowry. Agitation against rape. Growth and maturing of the movements. Challenges to the movements.	**12**
Total		**48**

Text Books:

1. Ahuja, Ram. (2014). Social Problems in India 3rd edition. Rawat Publications, Jaipur.
2. Deshpande, S. (2003). Contemporary India: A Sociological View. New Delhi: Penguin Books.

Reference

1. Ambedkar, B. R., 1971 [1936]. Annihilation of Caste; Jullunder: Bheem Patrika.
2. Nandy, Asish. (1995). An Anti-secularist Manifesto. *India International Centre.* 22(1).
3. Guha, R. (2017). *India after Gandhi.* Picador Publications.
4. Kumar Radha (1993) History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. New Delhi: Zubaan
5. Baruah, S., (2010). The Assam Movement (pp.191-208); in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.
6. Madan, T.N. (1997). Modern Myths, Locked Minds. Delhi: Oxford University Press.

Additional readings

1. Bailey, F. G. (1969). "Structure and change in Indian society: A review article." Pacific Affairs 42 (4): 494–502
2. Nanda Subrat K. (2006) Cultural Nationalism in a Multi-National Context: The Case

of India, Sociological Bulletin, 55 (1), January-April, Pp. 24-44.

3. Chaudhuri, Maitrayee. (2016). Indian Women's Movement: Reform and Revival. New Delhi: Radiant Publishers.
4. Hardiman, David. (2006). *Histories for the Subordinate*. Permanent Black.
5. Risley, Herbert Hope (1908). The People of India (1st ed.). Calcutta: Thacker, Spink & Co.; London: W. Thacker & Co.
6. Menon, N. (ed.) (1999). Gender and Politics in India. Delhi: Oxford University Press.
7. Oommen, T. K. (1997). Citizenship and National Identity: From Colonialism to Globalism (pp.143-172). New Delhi: Sage Publications.

Paper III: **Research Methodology - I**		Subject Code: **S0C182C203**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *To provide an introduction to the basic and principles of research and enrich the students with the various methodologies available to a sociological researcher.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Define* basic elements of social science research	**BT1**
2	**CO2**	*Illustrate* issues and concepts salient to the research project	**BT2**
3	**CO3**	*Apply* various methodologies available to a sociological researcher	**BT3**
4	**CO4**	*Analyze* the complex issues inherent in selecting a research problem, selecting an appropriate research design and implementing a research project	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Sociological research: Meaning and importance, difference between natural science and social science research. Process of social research, steps of research. Research ethics.	**12**

II	Theory and research: What is theory? Importance of theory in research, relation between theory and research. Concept: Meaning, relation between theory and concept. Hypothesis: Meaning, importance and characteristics. Field work: Meaning, challenges to field work. Comparative methods: Meaning, advantage, criticism.	**12**
III	Qualitative Methodologies: Interview, case study, observation. Quantitative Methodologies: Survey, sampling, questionnaire: (Meaning, uses, types, advantage and disadvantage of each method).	**12**
IV	Statistical Methods – Why study statistics, Importance of statistics in research. Graphical and diagrammatic presentation of data, its importance in research, advantages and disadvantages. Measure of central tendency (Mean, Median and Mode).	**12**
Total		**48**

Text Books:

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods.* Sultan Chand & Sons.

References:

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.
3. Nueman, W. Lawrence. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Edition). Boston, MA: Allyn & Bacon.
4. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd revised edition). New Delhi: New Age International (P) Limited Publishers.

Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.
2. Hyte, W. F. (1955). *Street Corner Society*; Chicago: University of Chicago Press.

3rd SEMESTER

Paper I: **Sociology of Kinship**		Subject Code: **S0C182C301**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course aims to introduce the general principles of kinship by referencing to key terms and theoretical statements substantiated by ethnographies.*

Course outcome: After the completion of the course the students will be able to:

SN	CO		BT
1	**CO1**	*List* varied social patterns of kinship ties	**BT1**
2	**CO2**	*Compare* modern and traditional institutions of kinship	**BT2**
3	**CO3**	*Develop* a better understanding of the political economic ground of customary laws in different social setting and thereby it will help them to focus on policies and legal codes related to them	**BT3**
4	**CO4**	*Discover* how to deconstruct the already above given social meanings of kinship system and to rethink the relational kinship ties	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Kinship Terminology – consanguinity, affinity, agnate, hypergamy (anuloma), hypogamy (pratiloma), gotra, clan, pravara, Kulinism, polygamy, polyandry, polygyny, levirate, sororate, Sapinda rule, daughter exchange, cross-cousin marriage, descent, filiation, incest taboo.	**12**
II	Family and Household – Differentiating family and household. Changes in Indian family (joint to nuclear). Family system of the Iban of Borneo (Iban Long-house, family apartment, the Bilek family, partition and its process).	**12**
III	Marriage – Alliance. Moeity system. Sinhalese customary law: marriage, polyandry, and inheritance. The Nayar marriage system: Traditional Nayar marital institutions (notions of fatherhood, legitimacy of children), Nayar marriage in central Kerala. Sex, sacrament and contract in Hindu marriage: Marriage as 'sacrament', Marriage as 'contract', Change in Hindu marriage law (sacrament to contract).	**12**

IV	Re-casting Kinship: Relatedness (Malays of Pulau Langkawi). Kinship and Gender: Rajasthani women's songs (*Kesya* and *Gali*), Gender performance. Re-imagining families (reproductive technology, surrogacy, lesbians, gays).	**12**
Total		**48**

Text Books:

1. Karve, I. (1994). *The Kinship Map of India* (pp.50-73); in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press.
2. Lévi-Strauss, Claude. (1969). *The Elementary Structures of Kinship* (pp. 3-25); London: Eyre and Spottiswoode, Chapters 1 & 2.

References:

1. Das, V. (1994). *Masks and Faces: An Essay on Punjabi Kinship* (pp.198-222); in Patricia Uberoi (ed.), Family, Kinship and Marriage in India, Delhi: Oxford University Press.
2. Radcliffe-Brown, A. R. and D. Forde (eds.). (1950). *African Systems of Kinship and Marriage* (pp.1-39); London: Oxford University Press, Introduction
3. Dumont, L. (1968). *Marriage Alliance* (pp. 19-23); in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press
4. Evans-Pritchard, E.E. (2004). *The Nuer of Southern Sudan* (pp. 64-78); in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
5. Shah, A.M. (1998). *Changes in the Indian Family: An Examination of Some Assumption* (pp. 52-63); in The Family in India: Critical Essays, New Delhi: Orient Longman.
6. Uberoi, Patricia. (1997). *Family, Kinship and Marriage in India*. OUP Reader.

Additional Readings:

1. Carsten, Janet. (1995). 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' American Ethnologist, 22 (2): 223-24.1
2. Gough, Kathleen E. (1959). *The Nayars and the Definition of Marriage*; in The Journal of the Royal Anthropological Institute of Great Britain and Ireland, 89: 23-34.
3. Leach, Edmund. (1962). *On Certain Unconsidered Aspects of Double Descent Systems* (pp. 130-134); Man, Vol. 62.
4. Uberoi, Patricia. (1995). *When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage*; Contributions to Indian Sociology, 29, 1&2: 319-45.

Paper II: **Sociological Perspectives-I**		Subject Code: **S0C182C302**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *By applying texts of major thinkers, and also based on what has been taught the previous semester, this paper aims to give students an insight into the various perspectives with which society can be viewed and analysed.*

Course Outcome: After the completion of the course the students will be able to:

SN	CO		BT
1	**CO1**	*Define* how a theoretical perspective not only gets developed, but also how it is utilised in understanding the social sciences	**BT1**
2	**CO2**	*Illustrate* the course is built on the foundations laid in earlier theoretical courses, and there of will be able to master it	**BT2**
3	**CO3**	*Applying* the understanding of a variety of perspectives will train the students in accepting theoretical pluralities, and prepare them for more complex ideas in the coming semesters	**BT3**
4	**CO4**	*Analyze* the world sociologically after reading the several theorists	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Functionalism Perspective: Auguste Comte; Stages of human development, social statics and social dynamics, Positivism; Emile Durkheim- Division of Labour, Social facts, Suicide, Religion and Society. Max Weber- as a definite methodical orientation), Social Action, Authority, Rationality, Religion and Capitalism.	**12**
II	Structural Functionalism – Analogy between society and individuals. Talcott Parsons; AGIL Action Theory/The Action System: Meaning of function. Robert K. Merton: Latent and Manifest functions. Non-function and Dysfunction, Concept of Deviance and postulates.	**12**
III	Conflict Perspective– Marxism and Neo-Marxism. Marx's idea of class conflict, exploitation, surplus, alienation, pauperization, petty bourgeoisie, false consciousness, ideology. Ralf Dahrendorf- stratification and conflict, groups, conflict and change.	**12**

IV	Symbolic Interactionism- Society and Mind; Development of self and society- Mead: Pragmatism, behaviourism, mental processes and mind; Goffman- dramaturgy, impression management.	**12**
Total		**48**

Text Books:

1. Giddens, Anthony. (2009). *Sociology,* 6th edition (pp. 247-280); Polity Press: Cambridge.
2. Ritzer, George. (2012). *Introduction to Sociology*. Sage Publications.

References:

1. Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature* (pp. 29-47); London: Allen and Unwin, Chapter 2.
2. Ritzer, George. (2011). *Sociological Theory*. Rawat Publication. New Delhi.
3. Magill, Frank N. (1996). *International Encyclopedia of Sociology*, Volume 1(pp. 690-693); Routledge.
4. Marx, Karl. (1977). *TheGrundrisse: Foundations of the Critique of Political Economy."* New York: Random House.
5. Gouldner, Alvin. (1977). *Sociology's Basic Assumptions* (pp. 13-17); in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives, New York: Penguin Books Ltd.
6. Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162.

Additional Readings:

1. Analytical Marxism. Thousand Oaks, Calif: Sage
2. "Mead vs. Blumer." *American Sociological Review*. 44:449-467
3. Agger, Ben 1991. 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological Relevance' *Annual Review of Sociology*17: 105-131.

Suggested Films:

1. Films by Christopher Nolan at the discretion of the teacher.

DISCIPLINE SPECIFIC ELECTIVE SYLLABUS (3rd SEMESTER)

(only 1 courses to be chosen)

Paper III: **Population Studies**		Subject Code: **SOC182D301**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper aims to provide a critical understanding of the interface between population and society by analysing the role of fertility, mortality and migration on the composition, size and structure of population.*

Course Outcome: After the completion of the course the students will be able to:

SN	CO		BT
1	**CO1**	*Define* various concepts of demographic processes	**BT1**
2	**CO2**	*Illustrate* the socio-political dimensions of demography, population politics, and migration	**BT2**
3	**CO3**	*Apply* critical thinking in the areas such as family, population, reproduction, etc	**BT3**
4	**CO4**	*Analyze* the link between demographic changes, economic outcomes and public policies.	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introducing Population Studies: Sociology and demography, concepts and approaches.	**12**
II	Population, Social Structures and Processes: Age and sex structure, population size and growth, fertility, reproduction and mortality.	**12**
III	Population, Gender and Migration: Population and gender, politics of migration.	**12**
IV	Population Dynamics and Development: Population as constraints and resources for development, population programmes and policies.	**12**
Total		**48**

Text Books:

1. Cox, Peter Rich ond. (1950). *Demography*. University of California Press.

2. Malthus, Thomas Robert. (1986). *An Essay on the Principle of Population.* London: William Pickering.

Reference:

1. Heer, D. M. & Grigsby, Jill, S. (1992). '*Fertility'*, Society and population. New Delhi: Prentice-Hall.
2. Jeffrey, Roger and Jeffrey, Patricia. (1997). *Population, Gender and Politics: Demographic Change in Rural North India*. Cambridge: Cambridge University Press.
3. Premi, Mahendra K. (2006). *Population Composition (Age and Sex)*, Population of India: In the New Millennium. New Delhi: National Book Trust

Additional Readings:

1. Dudley, Kirk. (1996). 'Demographic Transition Theory', *Population Studies,* 50(3): 361-387.
2. Visaria, P. (1976). 'Recent Trends in Indian Population Policy'. Economic and Political Weekly, August, 2:31-34.
3. Xaxa, Virginius. (2004). 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies,* 11(3): 345-367.

4th SEMESTER

Paper I: **Sociological Perspectives - II**		Subject Code: **S0C182C401**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper aims at building upon the sociological mind of the students by introducing the students to novel and critical perspectives, especially in the topics of India and the East.*

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

SN	CO		BT
1	**CO1**	*Define* knowledge about the multiple sociological perspectives in the context of the Indian society	**BT1**
2	**CO2**	*Illustrate* how these perspectives may be complementary or conflictual	**BT2**
3	**CO3**	*Applying* the understanding produced after getting to know the prominent Indian sociologists and their contribution to Indian sociology	**BT3**
4	**CO4**	*Analyze* the Indian society through the sociological debates learned	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Indological Perspective – Conceptual understanding of the Indological approach. RK Mukherjee: Indian culture & civilisation. Theory of society. Concept of universal civilisation. Economic transaction & social behaviour. Urban social problems. Social ecology. GS Ghurye: Kinship and tribe (integration v/s isolation debate). Indian culture. National unity & integration.	**12**
II	Structural Functionalism – Conceptual understanding of the Structural Functional approach. M. N. Srinivas- Book View & Field View, Socal Change, Religion and Society. Sanskritization, Dominant Caste. S.C. Dube - theoretical and methodological perspectives, Indian village study. Structure, function, tradition and change. Modernisation and development.	**12**

III	Marxist Perspective – Conceptual understanding of the Marxist approach. D.P. Mukerji: Modern Indian culture. Tradition. Marxism & Indian situations. Role of the new middle class. Modernisation. A.R. Desai: Village structure. Transformation of Indian society. Relevance of Marxist approach & analysis of Indian society through Marxist approach. Social background of Indian nationalism.	**12**
IV	Subaltern Perspective – Conceptual understanding of the subaltern approach. B.R. Ambedkar: Concept of Dalit. Dalit liberation through subaltern approach. Religion. Caste. Untouchability & identity. Constitutional democracy & governance. R. Guha: The idea of subaltern perspectives. Emerging subaltern perspectives.	**12**
Total		**48**

Text Books:

1. Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
2. Singh, Yogendra. (1986). *Modernisation of Indian Traditions*. Rawat Publication.
3. Nagla, B. K. (2013). *Indian Sociological Thought*. Rawat Publications.

References:

1. Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature*(pp. 29-47);London: Allen and Unwin,
2. Magill, Frank N. (1996). *International Encyclopedia of Sociology*, Volume 1(pp. 690-693); Routledge.
3. Marx, Karl. (1977). *The Grundrisse: Foundations of the Critique of Political Economy.* New York: Random House.
4. Gouldner, Alvin. (1977). *Sociology's Basic Assumptions* (pp. 13-17); in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives, New York: Penguin Books Ltd.
5. Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162.
6. Chaudhuri, Maitrayee. (2010). *Sociology in India: Intellectual and Institutional Practices*. Rawat Publications.

Additional Readings:

1. Analytical Marxism. Thousand Oaks, Calif: Sage
2. "Mead vs. Blumer." *American Sociological Review* 44:449-467
3. Agger, Ben (1991). 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological Relevance' *Annual Review of Sociology.* 17:105-131.

Paper II: **Social Stratification**		Subject Code: **S0C182C402**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *To understand the importance of social stratification in understanding the persisting social inequalities and overcome the commonsensical knowledge related to social stratification, difference and inequality.*

Course Outcome:

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

SN	CO		BT
1	**CO1**	*Define* the concept of social stratification and the grounds on which difference and hierarchy exists in society	**BT1**
2	**CO2**	*Illustrate* on the perspectives and debates that surround this branch of sociology	**BT2**
3	**CO3**	*Apply* the concepts in holding a nuanced understanding of the paper	**BT3**
4	**CO4**	*Analyse* the concept of stratification from different theoretical standpoint in undergoing academic activities	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Social stratification: Hierarchy and difference, the rigidity of closed and open system of stratification: Caste and Class. Social Mobility: Types of mobility.	**12**
II	Beteille's understanding of stratification: Caste, Class and Power, Race, Racisim and stratification, Caste and Gender stratification.	**12**
III	Theories of Social Stratification: Functionalist and Marxist perspective: Debates between Davis & Moore and Tumin.	**12**
IV	Theories of Social Stratification: Marxist and Weberian perspective: Power and class, economy and stratification.	**12**
Total		**48**

Text Books:

1. Giddens, Anthony et al. (2016). *Introduction to Sociology10th edition.* New York: W.W Norton & Company.
2. Gupta, D. (Ed.). (1991). *Social Stratification*. Oxford University Press, New Delhi.
3. Ritzer, George. (1996). *Classical Sociological Theory.* New York: McGraw Hill.

References:

1. Weber, M. (1991). Class, Status, Party. In Dipankar Gupta editor, Social Stratification. Oxford University Press, New Delhi.
2. Beteille, Andre. (1975). *Social Inequality: Selected Readings.* Penguin Publications.
3. Davis, Kingsley, and Wilbert E. Moore. (1945). *Some Principles of Stratification*; American Sociological Review 10.2. 242-249.
4. Haralambos, M and Heald, R.M. (1980). Sociology: Themes and Perspectives. Oxford University Press, New Delhi.
5. Scott, J. (1994). *Dictionary of Sociology*. Oxford University Press, Oxford.
6. Ambedkar, B. R. (2013). *Annihilation of Caste*. Samyak Prakashan: New Delhi
7. Dumont, L. (1991). Hierarchy, status and power: The caste system and its implications. In Gupta, D., editor, Social Stratification. Oxford University Press, New Delhi.
8. Shah, Ghanashyam. (2004). *Social Movements in India*. Sage India.
9. Bose, N.K. (1994). *Structure of Hindu Society*. Orient Blackswan.
10. Jodhka. S.S. (2012). *Caste*. Oxford India.

Additional Readings:

1. Beteille, A. Equality and Universality. *Economic and Political Weekly*. 36 (38).
2. Tumin, M.M. (2003). *Social Stratification: The Forms and Functions of Inequality.* Prentice Hall of India, New Delhi.
3. _____, (1953). Some principles of stratification: a critical analysis. American Sociological Review, 18((4): 387-394.
4. _____, (1953). Reply to Kingsley Davis. American Sociological Review, 18: 672-673.

(only 1 courses to be chosen)

Paper II: **Introduction to Sociology of Health & Medicine** Subject Code: **SOC182D401**

L-T-P-C **3-1-0-4** Credit Units: **4** Scheme of Evaluation: **T**

Course Objective: *This course will help the students to understand the social issues related to health, illness and medicine. It will facilitate the students to understand the healthcare issues from socio-political perspectives.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Relate* the medical knowledge on healing and medicine with its social significance	**BT1**
2	**CO2**	*Illustrate* essential social knowledge on health, hygiene and medicine even without belonging to medical science.	**BT2**
3	**CO3**	*Apply* perspectives on new age research on sociology as Sociology of Health & Medicine is one of the fastest growing sub-discipline in Social Science	**BT3**
4	**CO4**	*Analyse* the social and human understanding on the intricacies of healthcare, healthcare industry and medicine	**BT4**

Modules	Topics / Course Content	Periods
I	Basic concepts & Approaches- Conceptualizing disease, illness & sickness, healing, hygiene, medicalization, dimensions & indicators on health, social institutions & health: Role of family in health care	**12**
II	Theoretical Perspectives on Sociology of Health: Functionalist, Conflict, Interactionist, Post-Modern, Feminist; Social Epidemiology	**12**
III	State, health Care & Medicine: Health for all; maternal and child health; family welfare programs; Drug policies and patents; Sanitation, Hospital as a social organization (Doctors, Nurses and Patients); Rural Health care Programs; Commercialization of health care services	**12**
IV	Basics of Medicine & Society: Indigenous Medicine/healthcare systems in Developing societies- Ayurveda, Yunani and Siddha. Systems of Medicine and alternative practices in Rural India, community engagement in medical care & medicine, Future of Medical Sociology	**12**

Total		**48**

Text Books:

1. Annandale, Ellen. (1998*). The Sociology of Health and Medicine: A Critical Introduction*. London: Polity Press
2. Conrad, Peter et al. (2000). Handbook of Medical Sociology. New Jersey: Prentice Hall

Reference:

1. Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds) (2000) Handbook of Social Studies in Health and Medicine. London and Thousand Oaks, CA: Sage.
2. Armstrong, D. (2003) Outline of Sociology as Applied to Medicine, 5th edn. London: Arnold.
3. Bury, M. (1997). Health and Illness in a Changing Society. London: Routledge
4. Department of AYUSH, Ministry of Health & Family Welfare. Mainstreaming of AYUSH under National Rural Health Mission – Operational Guidelines 2011. Availablefrom: http://indianmedicine.nic.in/writereaddata/mainlinkFile/File614.pdf.
5. David, Arnold (1994). Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India. New Delhi: Oxford University Press
6. Douglas, Mary. (1966). Purity and Danger: An Analysis of Concepts of Pollution and Taboo. London: Routledge
7. Elston, M.A. (ed.) (1997) The Sociology of Medical Science and Technology. Oxford: Blackwell.
8. Foucault, Michael. (1989). The Birth of the Clinic: An Archeology of Medical Perception Paris: Routledge
9. Green, J. and Thorogood, N. (1998) Analysing Health Policy: A Sociological Approach. London: Longman.
10. James, V. and Gabe, J. (eds) (1996) Health and the Sociology of Emotions. Oxford: Blackwell.
11. Kevin, White. (2009). An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
12. Nagle, Madhu. (1988). Medical Sociology. Jaipur: Printwell Publishers
13. Nettleton, S. and Watson, J. (1998) The Body in Everyday Life. London: Routledge. Parsons, T. (1951) The Social System. New York: Free Press.
14. Turner Bryan , (1987). Medical Power and Social Knowledge, London; Sage
15. Venkataratnam, R. (1979). Medical sociology in an Indian setting, Madras: Macmillan.

Additional Readings:

1. Bodeker G. (1990) Traditional health knowledge and Public policy. Nature and Resource. 30(2):5–16
2. Gopi Chandran V. Satish Kumar Ch. (2012), Mainstreaming AYUSH: an ethical analysis. Indian J Med Ethics. 9:272–277.
3. King, Nicholas B. (2002). "Security, Disease, Commerce: Ideologies of Postcolonial Global Health." Social Studies of Science 32:763–89.
4. Koskinen, S. and Martelin, T. (1994) "Why are socioeconomic mortality differences smaller among women than among men?" Social Science and Medicine, 38: 1385–96.
5. Kumar D., Raina S.K., Bhardwaj A.K., Chander V. (2012). "Capacity building of AYUSH practitioners to study the feasibility of their involvement in non-communicable disease prevention and control", *Anc Sci Life.* 32:116–119.
6. Sujatha V and Leena Abraham. (2009). 'Medicine State and Society', *Economic and Political Weekly,* XLIV No 16 April
7. Straus, R. (1957). 'The nature and status of medical sociology', *American Sociological Review,* 22: 200–4.

SEC: Basics of Microsoft Excel		Subject Code: **S0C182S4211**
L-T-P-C **0-0-2-0**	Credit Units: **2**	Scheme of Evaluation: **T**

Course Objective: *The course introduces the students to basic techniques of Microsoft Excel and its application.*

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

SN	CO		BT
1	**CO1**	**Define** the various parts of a computer and learn about the various components of computer architecture and different software that come along with the machines.	**BT1**
2	**CO2**	**Apply** the knowledge of MS word, and power point in creating projects and presentations	**BT2**
3	**CO3**	**Analyze** the knowledge of MS excel while creating worksheets, apply different basic function and formula while editing the sheet.	**BT3**

4	**CO4**	**Apply** the knowledge of various logical and other advanced formulae in a worksheet, learn about the basic and advanced excel charting examples.	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Computer Applications & Basics: Introduction, Basic Applications of Computer, Components of Computer, Connecting Computer Components, Computer Hardware & Software	**10**
II	Word Processing: Introduction, printing a File, Document Creation & editing, saving, Text Formatting Making Small Presentations: How to create, Edit, Format, or Delete Slides, make a slideshow, Save a Presentation, Printing of Presentation	**10**
III	Microsoft Excel & using Spreadsheets: Introduction, Rows, Columns & Cells, Basics Excel Formulas; Data Entry, Data Editing, Number formatting, Managing with Worksheets,	**14**
IV	Logical Formulas in excel: IF, OR and other formulas, Math Formulas, Lookup and reference Formulas. Introduction to Excel Charting, Advanced Excel Charting Examples	**14**
Total		**48**

Text Books:

1. Computer Fundamentals: Concepts, Systems & Applications Sinha, P. K/ Sinha, P. 3rd ed BPB
2. A To Z Of MS EXCEL: A Book for Learners & Trainers by Rinkoo Jainn
3. Excel 2016 Bible, by John Walkenbach

References:

1. Objective Computer Awareness, Arihant Experts
2. Excel: Quick Start Guide by William Fischer

5th SEMESTER

Paper I: **Political Sociology**		Subject Code: **S0C182C501**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.*

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

SN	CO		BT
1	**CO1**	*Define* the various conceptual tools to understand state	**BT1**
2	**CO2**	*Illustrate* the functioning of state society relations	**BT2**
3	**CO3**	*Apply* the concepts to understand the question of power in the context of the modern states	**BT3**
4	**CO4**	*Analyze* the political systems of different nations around the world	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Contextualizing Political Sociology: Tom Bottomore, Dipankar Gupta. Concept of Power: Marx, Durkheim, Weber, Foucault: Panopticon, governmentality and biopolitics. Elite theory: Pareto and Mosca. Power Elite: C.W. Mills.	**12**
II	State, Citizenship and Governance: Everyday State and Local Structures of Power- Panchayati Raj, village councils and Gaon Panchayat. Citizenship: social and political rights. Civil Society: pressure group, interest group	**12**

III	African political system: societies with state and stateless societies. Totalitarian system: Pattern of governance. Democratic system: the question of caste and tribe in Indian politics	**12**
IV	Ethnicity and Identity Assertion in North East India: homeland and homelessness: Naga movement, Assam movement, Bodo Movement.	**12**
Total		**48**

Text Books:

1. Mills, C. Wright. (1956). *The Power Elite, New Edition*. OUP.
2. Bottomore, T.B. (1993). *Elites and Society*, 2nd Edition, Routledge.

References:

1. Eisenstadt, S. N. (1971). 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader*. Basic Books, New York Publication, pp. 3-24.
2. Weber, Max. (1978). *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
3. Misra, U. (2014). *India's North-east: Identity Movements, State, and Civil Society*. London: OUP.
4. E.E. Evans-Pritchard. (1940). *African political system*. Oxford University Press.
5. Gupta, Dipankar. (1996). *Political Sociology in India Contemporary Trends*, Orient Longman.
6. Baruah, S. (1999). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press. (Chapter 1)
7. Baruah, S. (2007). *Durable disorder: Understanding the politics of Northeast India*. Oxford University Press. (2 essays).
8. Scott, J. C. (2010). *The art of not being governed: An anarchist history of upland Southeast Asia*. Nus Press. (Chapter 1).
9. Misra, U. (2013). *Periphery Strikes Back*. Indian Institute of Advanced Studies.
10. Narzary, C. (2011). *Dream for Udayachal and the History of the Plains Tribes*. N.L Publications.

Additional Readings:

1. Laclau, E. (2012). *Politics and Ideology in Marxist Theory*. London: Verso.

2. Lukes, Steven. (2005). *Power: A Radical View, 2nd Ed., Hampshire: Palgrave*, pp. 14-49.
3. Mitchell, Timothy. (2006). 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader,* Oxford: Blackwell, pp. 169-85.
4. Karlsson, B. G. (2003). Anthropology and the 'Indigenous Slot 'Claims to and Debates about Indigenous Peoples 'Status in India. *Critique of anthropology*, *23*(4), 403-423.

Paper II: **Sociology of Religion**		Subject Code: **S0C182C502**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper introduces the sociological perspective to the study of religion. It focuses on the relationship between religion, culture and social structure through a cross-cultural examination of religious beliefs, practices and organizations.*

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

SN	CO		BT
1	**CO1**	*Define* religion as a form of social identity for individuals and groups	**BT1**
2	**CO2**	*Illustrate* and explain how major sociological perspectives view religion	**BT2**
3	**CO3**	*Apply* sociological theories like Functionalism, conflict theory, and interactionism, etc. to understand religion	**BT3**
4	**CO4**	*Analyze* how religion influences society and is influenced by society	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods

I	Introduction to Sociology of Religion: The definition of religion: General and sociological– Nature and scope – sociological perspective of religion - sociological methods of studying religion – functions and religion – importance of sociology of religion. Durkheim – The Elementary Forms of Religious Life - Totemism, animism, monotheism, beliefs & rituals, sacred & profane.	**12**
II	Malinowski – The concepts of magic, science and religion, Ethnography of Trobriand Islanders - Co-operation between magic & science. MN Srinivas's functionalist view of religion - ethnography of the Coorgs - Okka, village and caste – Madi & Pole - Case study of rituals and auspiciousness.	**12**
III	Religion and Society: Max Weber; The Protestant Ethic and The Spirit of Capitalism- Religion and economy - religion and capitalism - Protestant ethic, Calvinism - rise of modern capitalism. Ideal types of western capitalism and protestant ethic - Traditional v/s rational capitalism. Western capitalism's compatibility with Confucianism, Judaism, Hinduism.	**12**
IV	Marx's and religion - Religion as opium. Base and exploitative superstructure. Social conditions that lead to religion - Religion as alienation. Comparison between Marx and Weber.	**12**
Total		**48**

Text Books:

1. Emile Durkheim. (1995). *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.
2. Max Weber. (2001). *The Protestant ethic and the spirit of capitalism.* Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

References:

1. Beteille, Andre .2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200.
2. Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.
3. Marx, K., & Engels, F. (2008). *On Religion*. New York: Dover Publications.
4. Max Weber. (1978). *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.

5. Dutta, U. (2018, April 24). *The Nagas & the Baptists*. https://frontline.thehindu.com/books/the-nagas-amp-the-baptists/article8921682.ece.
6. Nandy, A. (1995). An Anti-secularist Manifesto. *India International Centre Quarterly*, *22*(1), 35–64. http://www.jstor.org/stable/23003710
7. Pandey, G. (2007). The Secular State and the Limits of Dialogue. In Anuradha D. Needham and Rajeshwari S. Ranjan (Eds.) *The Crises of Secularism in India* (pp. 157-176). Duke University Press.

Additional Readings:

1. Malinowski, Bronislaw. (1948). *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
2. Madan, T.N. (enlarged edition). (1990). *Religion in India*. New Delhi: Oxford. (Introduction).
3. Tambiah, Stanley Jeyaraja. (1990). *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.
4. Van Gennep, A. (1960). The rites of passage. Chicago: University of Chicago Press.
5. Thomas, J. (2015). Evangelizing the nation: religion and the formation of Naga political identity. Routledge.

DISCIPLINE SPECIFIC ELECTIVE SYLLABUS (5th SEMESTER)

(only 2 courses to be chosen)

Paper III: **Urban Sociology** Subject Code: **S0C182D501**

L-T-P-C **3-1-0-4** Credit Units: **4** Scheme of Evaluation: **T**

Course Objective: *This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.*

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

SN	CO		BT
1	**CO1**	*Define* the various concepts related to urban sociology	**BT1**
2	**CO2**	*Illustrate* how major sociological perspectives view the urban society	**BT2**
3	**CO3**	*Apply* the major sociological approaches to understand the urban realities	**BT3**
4	**CO4**	*Analyze* the politics of urban spaces	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introducing Urban Sociology – Urban, urbanism and the city. Origin and development of urban societies. Some Basic Concepts: urbanization, Rural-Urban Continuum, conurbation, suburbanization, urban neighborhood, ghettoization.	**12**

II	Perspectives in Urban Sociology –Classical Theories of City: The City- Max Weber; Metropolis and mental life – George Simmel the Chicago School and its critics: Theories of Robert Park, Burgess, Mc Kenzie and Louis Wirth The New Urban Sociology: Henri Lefebvre; David Harvey; Manuel Castells.	**12**
III	Cities in the Developing World; Urbanization and its consequences in developing countries; Movements and Settlements – Migration, community; Patterns of Urbanization- Northeast context	**12**
IV	Politics of Urban Space – Caste, class and gender. Urban inequalities: Caste, Class and Ethnic segregation of space. Culture and leisure.	**12**
Total		**48**

Text Books:

1. Mumford, Lewis. (1961). *The City in History: its origins and transformations and its prospects.* Mariner Books, pp 3-29, 94-118.
2. Harvey, David. (1985). *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City, pp.1-35.

References:

1. Ayyar, Varsha. (2013). 'Caste and Gender in a Mumbai Resettlement Site', *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, pp. 44-55.
2. Rao, M.S.A. (1981). 'Some aspects of the sociology of migration', *Sociological Bulletin*, Vol. 30, 1. Pp 21-38.
3. Lewis, Wirth. (1938). 'Urbanism as a way of Life" in *American Journal of Sociology*, Vol. 44, No.1 (July), pp.1-24.
4. Zachariah, K. C., & Rajan, S. I. (2012). Kerala's Gulf connection, 1998-2011: Economic and social impact of migration. New Delhi: Orient Blackswan.
5. Gore, A. (2006). *An Inconvenient Truth: The planetary emergency of global warming and what we can do about it.* Rodale.

Additional Readings:

1. Weber, Max 1978. *The City.* The Free Press: New York., pp.65-89.
2. Simmel, George. (1903). 'Metropolis and the Mental Life' in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.
3. Katznelson, Ira. (1981), *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban

Movements and Social Change, pp. 193 –215.

4. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. pp. 1 –32.
5. Anand, Inbanathan. (2003). 'Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony' in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi, pp.232-246.

Paper IV: **Environmental Sociology**		Subject Code: **S0C182D502**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course aims to introduce students to the field of environmental sociology, which interrogates the relationship between society and the environment. It provides an understanding of key theoretical perspectives, debates, topics, and new directions within environmental sociology.*

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

SN	CO		BT
1	**CO1**	*Define* the complex relationships between people, nature, and the natural environment.	**BT1**
2	**CO2**	*Illustrate* on what sociological thinking can contribute to understandings of environmental events, issues.	**BT2**
3	**CO3**	*Apply* sociological theories and concepts to explain environmental issues.	**BT3**
4	**CO4**	*Analyze* the connections between bio-physical and socio-cultural systems	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods

I	Envisioning and Development of Environmental Sociology. Classical Thinkers on Environmental Sociology and Environment. Human society and Environmental interaction. Environmental Ethics. Realist versus Constructionist Debate. Nature-Culture Debate. Nature- Nurture Debate.	**12**
II	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	**12**
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming. Consumerism and environmental damage. Basic principles of sustainable development. Politics of sustainable development. Social impact of environmental issues- water wives and tiger widows.	**12**
IV	India's green movements. Ecological conflicts. Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada, Big Dam Movement, New Social Movements.	**12**
Total		**48**

Text Books:

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

References:

1. White, B. H. (2018). On the Global Economic and Political Order. EPW, 53(35).
2. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
3. Gadgil, M. and R. Guha. (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University Press.
4. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. Economy and Society, 35(3), 329-345.
5. Pattnaik, U. (1996). Export Oriented Agriculture and Food Security in Developing Countries and India. *EPW*, 31, 35, 36, 37.
6. Guha, R. (2000). *The Unquiet Woods: Ecological Change and Peasant Resistance in*

the Himalaya. University of California Press.

7. Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. Oxford University Press.
8. Mulay, R. (2022). *Publications – Kalpavriksh*. Kalpavriksh. https://kalpavriksh.org/publication/
9. Mertig, A.G. and Dunlap, R.E. (2001). Environmentalism, New Social Movements, and the New Class: A Cross-National Investigation. Rural Sociological Society.
10. Omvedt, Gail. (2015). India's green movements. Sage Publications.
11. Harris, J.M. (2000). Basic Principles of Sustainable Development. Global Development and Environment Institute.
12. Nayar. K.R. (1994). Politics of 'Sustainable Development.' Economic and Political weekly.
13. Gadgil, M. and R. Guha. (1994). Ecological Conflicts and the Environmental Movement in India. Blackwell Publishers.

Additional Readings:

1. Chipko: Social history of an environmental movement; Guha, R., 2002, in Ghanshyam Shah (ed.), 'Social Movements and the State' (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16, Pp. 423-454.
2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development.* Zed Books. Ch 3. (pp. 38-54).
3. Giddens, A., (2009). *Sociology*. Wiley India, 6th edition. Ch 5. 'The Environment', pp. 153- 203.
4. Dreze, J., & Sen, A. (1991). *The Political Economy of Hunger*: Vol 1: Entitlement and well-being. London: Oxford University Press.
5. Khangram, S., Rikher, J.V., & Sikkink, K. (2002). 'Restructuring the global politics of development: The case of India's Narmada Valley Dams', in *Restructuring World Politics: Transnational Social Movements, Networks and Norms*', Vol. 14). U of Minnesota Press, pp. 206-30.
6. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.

Paper V: **Development Communication**		Subject Code: **SOC182D503**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course aims to introduce the students to understand the concept and fundamental of developments in the context of approaches in development communication and develop abilities in using innovative and participatory communication media for development.*

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

SN	CO		BT
1	**CO1**	*Define* the concepts, processes and models concerned with development	**BT1**
2	**CO2**	*Illustrate* on the problems and issues relating to development on various levels	**BT2**
3	**CO3**	*Apply* communication skills for development	**BT3**
4	**CO4**	*Analyze* policies, strategies and action plans of development	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Development: meaning concept, process and models of development – theories- origin –approaches to development, problems and issues in development, characteristic of developing societies, gap between developed and developing societies. Development issues on national and regional and local level.	**12**
II	Development communication: meaning – concept – definition; role of media in development communication: strategies in development communication: social cultural and economic barriers – case studies and experience – development communication policy: strategies and action plans.	**12**
III	Communication Planning: Meaning and scope of communication planning, Role of communication planner, Training for effective communication of development functionaries. Review of experiments in Development Communication: Participatory approach in development communication: Fogo Island; SITE, Kheda Community	**12**

IV	Development Communication in Practice - Visual media Audio Visual Media, Audio visual, film clips/Video Films, Folk Media, Electronic media Communication skills for development workers: writing skills, verbal skill, planning, campaigns, interfacting with mass media, extension education strategies.	**12**
Total		**48**

Text Books:

1. Manyozo, L., Communicating Development with Communities (Rethinking Development), 1 edition, 2017, Routledge.
2. Kumar, K.J. Mass Communication in India, 3rd Edition, 2006 Mumbai: Jaico Publishing.

References:

1. Singh, D. Mass Communication and Social Development, 2004 Delhi: Adhyayan Publishers
2. Singh, S P., Media Psychology, 2005 Jaipur: Sublime Publications.

Paper VI: **Agrarian Sociology**		Subject Code: **SOC182D504**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course explores the traditions of enquiry and key substantive issues in agrarian sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging global agrarian concerns.*

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

SN	CO		BT
1	**CO1**	*Define* the concepts concerned with the agrarian society	**BT1**
2	**CO2**	*Illustrate* on the structures of the agrarian society	**BT2**

3	**CO3**	*Apply* the various theories and approaches already learned in the previous semesters to the understanding of the agrarian society	**BT3**
4	**CO4**	*Analyze* the various agrarian movements in Indian setting	**BT4**

Detailed Syllabus

Modules	**Topics / Course Content**	**Periods**
I	Introduction –Agrarian Studies. Agrarian Societies and its features, Peasant Society, Subculture of Peasantry.	**12**
II	Key Issues in Agrarian Sociology – The agrarian question, the moral economy- subsistence ethics and peasant economy; Rational Peasant. Agrarian commodity Systems. Agriculture in developing economy.	**12**
III	Themes in Agrarian Sociology of India – Labour and agrarian class structures; Markets, Land Reforms: Peasant and Capitalist Economy; Green Revolution in the 21st Century.	**12**
IV	Agrarian Movements – The Telangana Movement- Peasant Protest in India, Tebhaga Movement, Krishan Mukti Sangram Samiti, Anti Farm Laws & The New Farmer‘s Movement in India.	**12**
Total		**48**

Text Books:

1. Dumont, Rene. (1971). 'Agriculture as Man's Transformation of the Rural Environment', in Teodor Shanin (ed.) *Peasants and Peasant Societies*, Hamondsworth: Penguin, pp. 141-149.
2. Beteille, Andre. (2007). 'The Study of Agrarian Systems: An Anthropological Approach', from *Marxism and Class Analysis,* New Delhi: Oxford, pp. 84-93

References:

1. Thorner, Daniel and Alice Thorner. (1962). 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House, pp. 3-13.
2. Patel, S. J. (1992). 'Agricultural Laborers in Modern India and Pakistan' from Gyan Prakash (ed.) *Worlds of Rural Labourer in Colonial India*, Dehi: Oxford University Press, pp. 47-74.

3. Friedland, William. (1984). “Commodity Systems Analysis: An Approach to the Sociology of Agriculture”. *Research in Rural Sociology and Development* 1: 221–235.
4. Haroon Akram-Lodhi, A. and Cristobal Kay. (2010). 'Surveying the Agrarian Question: Part 1, Unearthing Foundations, Exploring Diversity; Part 2, Current Debates and Beyond'. *The Journal of Peasant Studies*, Vol. 37, No. 1 &2, 177–199 & 255–280.
5. Scott, James C. (1976). 'The Economic and Sociology of Subsistence Ethic', From, *The Moral Economy of the Peasant: Rebellion and Subsistence in South East Asia*, New Haven: Yale University Press, pp. 13-34.
6. Banerjee, S. (2006). Beyond Naxalbari. *Economic and Political Weekly*, 3159-3163.
7. Omvedt, Gail. (1979). 'The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer' *Signs*, Vol. 4, No. 4, The Labor of Women: Work and Family, pp. 763-774.
8. Redfield, R. (1940). The Folk Society and Culture. *American Journal of Sociology*, *45*(5), 731–742. http://www.jstor.org/stable/2770047.
9. Beteille, A. (1974). *Six essays in comparative sociology*. Delhi; New York: Oxford University Press.
10. Dhanagare, D. N. (1987). 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number, pp. AN: 137-139, 141-144.
11. Gough, Kathleen. (1974). 'Indian Peasant Uprisings'. *Economic and Political Weekly*, Vol. 9, No. 32/34, Special Number, 1391-1393+1395- 1397+1399+1401-1403+1405-1406.

6th SEMESTER

Paper I: **Sociological Thinkers - II**		Subject Code: **S0C182C601**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course aims to introduce post classical sociological thinking through original texts. It also aims to enable them to apply sociological theory to their own everyday life experiences.*

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

SN	CO		BT
1	**CO1**	*Define* how post-classical sociologists attempt to understand the social world	**BT1**
2	**CO2**	*Illustrate* the basic methodological approaches of the thinkers	**BT2**
3	**CO3**	*Applying* sociological theories to understand society	**BT3**
4	**CO4**	*Analyze* the contributions of post-classical thinkers in developing sociology as an academic discipline	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Structural Functionalism: Talcott Parsons- The structure of Social Action, Voluntaristic Unit Act Theory, the relationship between the Social System, the Cultural system, the Personality system and the Social system. Structuralism: Claude Levi-Strauss- Anthropological Structuralism. Linguistics - Saussure: langue and parole. Leach: Unspoken codes. Analogy of an orchestra. Paradigmatic and syntagmatic chain. Levi-Strauss: synchronic and diachronic study.	**12**

II	Interactional Self: Chicago School of thought. Creation of meanings through action, idea of the self and interaction process. G. H. Mead- the study of 'The Act', analysis of 'gestures', development of 'Self' through play stage and game stage, formation of generalized others. Self. Distinction between 'I' and 'Me'. H. Blumer.	**12**
III	Peter L. Berger and Thomas Luckmann: 'Social Construction of Reality'- Social reality as an object of enquiry, the relationship between reality and knowledge, sociology of knowledge, the reality of everyday life and knowledge about it, understanding society as objective reality and subjective reality. Husserl, Schultz: Phenomenology. Garfinkel: Ethnomethodology.	**12**
IV	Pierre Bourdieu: Power in society. Cultural capital. Education and culture. Theory of practice. Habitus. Linguistics and symbolism. Giddens: Structuration. Agency and Structure. Globalisation. Modernity and post-modernity.	**12**
Total		**48**

Text Books:

1. Strauss, L. C. (1993). 'Structure and Dialectics', in Structural Anthropology, Vol. I Harmondsworth: Penguin, pp. 232-242.
2. Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. Ch. 1 & 2. Pp. 1-44.

References:

1. Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
2. Berger, P. L. and T. Luckmann. 1991. The Social Construction of Reality. London: Penguin Books, pp. 31-62
3. Bourdieu, P. 1977. Outline of a Theory of Practice. Cambridge: Cambridge University Press, pp. 72-95.
4. Mead, G.H. 1934 (Fourteenth Impression 1967). Mind Self and Society. Chicago: University of Chicago Press. Part III, pp. 135-226 Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
5. Geertz, C. (2008). Thick description: Toward an interpretive theory of culture. In *The cultural geography reader* (pp. 41-51). Routledge.

Additional Readings:

1. Ritzer, G. 1996. Sociological Theory. New York: McGraw Hill Companies.
2. Black, Max ed. 1961. Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination .Englewood Cliffs, NJ. Prentice Hall. pp. 1-63.

Paper II: **Minor Project**		Subject Code: **SOC182C621**
L-T-P-C **0-0-4-4**	Credit Units: **4**	Scheme of Evaluation: **P**

Course Objective: *The course is meant to introduce students to sociological field research which is very essential in pursuing the discipline of sociology. This course will also help the students to juxtapose theory and the real-world situation in the domain of sociology. This will also enhance students' capabilities while entering into different professions. The students have to undertake this research project under the guidance of a faculty member allotted by the department.*

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

SN	CO		BT
1	**CO1**	*Find* out the applicability of the learned theories into the real world problems	**BT1**
2	**CO2**	*Interpret* the data from the field	**BT2**
3	**CO3**	*Experiment* with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	**BT3**
4	**CO4**	*Analyze* the interpreted data in the form of conclusive arguments	**BT4**

Text Books:

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods.* Sultan Chand & Sons.

References:

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd revised edition). New Delhi: New Age International (P) Limited Publishers.
3. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.
4. Nueman, W. Lawrence. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Edition). Boston, MA: Allyn & Bacon.

Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint).*The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.
2. Hyte, W. F. (1955). *Street Corner Society*; Chicago: University of Chicago Press.

DISCIPLINE SPECIFIC ELECTIVE SYLLABUS (6th SEMESTER)

(only 3 course to be chosen)

Paper III: **Sociology of Gender**		Subject Code: **S0C182C601**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This paper aims at introducing gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.*

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

SN	CO		BT
1	**CO1**	*Define* the various concepts of gender and sexuality	**BT1**
2	**CO2**	*Illustrate* the multiple aspects and layers of power and subordination.	**BT2**
3	**CO3**	*Applying* the feminist thoughts and approaches in real life cases.	**BT3**
4	**CO4**	*Analyze* the various feminist movements examples of resistance	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Sociology of Gender- An introduction. Gender as a Social Construct, Gender, Sex, Sexuality, Production of Masculinity and Femininity.	**12**
II	Gender, Power and Resistance, Power and Subordination, Resistance and Movements. Feminist Thoughts.	**12**

III	Gender: Differences and Inequalities, Class, Caste, Religion, Family, Work. Intersectionality in Gender Studies.	**12**
IV	Representations of Gender: Media, Literature & Art. Contemporary Sexuality Politics: Queer Theory & LGBT Movements.	**12**
Total		**48**

Text Books:

1. Tong, R. (2009). *Feminist Thought*. Colorado: Westview Press.
2. S. Jackson and S. Scott (eds.). (2002). *Gender: A Sociological Reader*, London: Routledge. Introduction, pp.1-26.

References:

1. Sherry Ortner. (1974). 'Is male to female as nature is to culture?' M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press, pp. 67-87.
2. Rubin, Gayle. (1984). 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance, ed., *Pleasure and anger.* London: Routledge, pp.143-179.
3. Walby, Sylvia. (2002). 'Gender, Class and Stratification: Towards a new approach' in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp93-96).
4. Leela, Dube. (1996). 'Caste and Women' in M.N.Srinivas(ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin, pp. 1-27.
5. Uberoi, Patricia. (1990). 'Feminine Identity and National Ethos in Indian Calendar Art' In *Economic and Political Weekly* Vol. 25, No. 17, pp.WS41-WS48.
6. Rege, S. (1998). 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position'. *Economic and Political Weekly*, Vol. 33, No. 44, pp.39-48.
7. Crenshaw, K. (2014). *On Intersectionality: Essential Writings*. The New Press.

Additional Readings:

1. Palriwala, Rajni. (1999). 'Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)', in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub Saharan Africa.* Delhi: Sage Publications, pp. 190-220.
2. Candace West and Don H. Zimmerman. (2002). 'Doing Gender' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp. 42-47.

3. Narrain, A. (2006). *Because I have a Voice: Queer Politics in India*. New Delhi: Yoda P.
4. Kumar, Radha. (1999). 'From Chipko to Sati: The Contemporary Indian Women‟s Movement'. In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press, pp. 342-369.
5. Hill-Collins, Patricia. (2002). 'Learning from the outsider within' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp. 69-78.
6. Liz Stanley. (2002). 'Should Sex Really be Gender or Gender Really be Sex‟in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge, pp. 31-41.
7. Palriwala, R., & Uberoi, P. (Eds.). (2008). *Marriage, migration and gender* (Vol. 5). SAGE Publications Ltd.

[Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].

Paper IV: **Economic Sociology**		Subject Code: **S0C182D602**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course introduces students to social nature of economic phenomena. Through selected texts of major thinkers, the course will highlight the significance of sociological analysis for the study of economic processes in local and global contexts.*

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

SN	CO		BT
1	**CO1**	*Define* various social concepts for economic phenomenon offered by different social anthropologist or anthropological economist	**BT1**
2	**CO2**	*Extend* the understanding of politico-cultural aspect of economy	**BT2**
3	**CO3**	*Experiment* with the ideas to reconstruct perspectives for providing a sociological explanation for economic activities	**BT3**

4	**CO4**	*Compare* the local economic cultures to global economic models or larger market situations	**BT4**

Detailed Syllabus

Modules	**Topics / Course Content**	**Periods**
I	Perspectives in Economic Sociology: The Sociology of Economic Life; Economy as instituted Process. Richard Swedberg on Karl Polanyi: Major traditions of Economic Sociology: Substantivism: The Problem of Embeddedness; Formalism: Economic Rationalism, Economic Solipsism, The Fallacy of Relative Choice and Scarcity; The Substantive Economy: Interaction and Institutions. Carl Menger: Emergence of 'subjective theory of value'; Criticism of Classical Economics.	**12**
II	Conceptualizing Exchange: Reciprocity and Gift: Marcel Mauss and Bronislaw Malinowski: Prestation, Gift and Potlatch; Generosity, honour and money; Kula exchange; Morality and Contract Nexus. Conceptualizing Money: Viviana A. Zelizer: A Utilitarian Approach to Money; R.R. Paul: Role of Money in Capitalist Society and Role of Money in Socialist Society.	**12**
III	Systems of Production: Circulation and Consumption: Domestic Mode of Production: Marshall Sahlins: Livelihood of Man; Division of Labor, The Primitive Relation between Man and Tool; Production for Livelihood, Peasant: Eric R. Wolf: Peasants and primitives. Capitalism: Immanuel Maurice Wallerstein: The Historicity of Capitalism; The Concept of Market in Capitalism.	**12**
IV	Contemporary Issues in Economic Sociology: Development: Chris Hann and Keith Hart: The Informal Economy, Globalisation: Fran Tonkiss: Economic globalisation; concept of Core, Periphery, Semi-Periphery. Globalisation and its Discontent.	**12**
Total		**48**

Text Books:

1. Bohannan, P. and G. Dalton (eds.). (1962). *Markets in Africa*. Evanston, Illinois,

North western University. pp. 1-26.

2. Fligstein, N. (2001). *The architecture of markets: An economic sociology of twenty-first-century capitalist societies.* Princeton, NJ: Princeton University.

References:

1. Collins, Randall. (1979). *Review of the Bankers,* By Martin Mayer. *American Journal of Sociology.* Pp.190-94.
2. Hann, Chris and Keith Hart. (2011). *Economic Anthropology*. Cambridge, UK: Polity Press, pp. 100-119.
3. Swedberg, R., (1991). Major Traditions of Economic Sociology, in *Annual Sociological Review*, Vol.17, pp 251-276.
4. Zelizer, Viviana A. (1989). The Social Meaning of Money: 'Special Monies' in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.
5. Granovetter, M. (1985). Economic Action and Social Structure: The Problem of Embeddedness. *American Journal of Sociology*, *91*(3), 481–510. http://www.jstor.org/stable/2780199
6. Stiglitz, J., & Pike, R. M. (2004). Globalization and its Discontents. *Canadian Journal of Sociology*, *29*(2), 321.
7. Piketty, T. (1995). Social mobility and redistributive politics. *The Quarterly journal of economics*, *110*(3), 551-584.

Additional Readings:

1. Sahlins, M. (1974). *Stone Age Economics*. London, Tavistock. Ch. 1. 2 & 3.
2. Verdery, Katherine. (1996). *What Was Socialism, and What Comes Next?* Princeton, N.J.: Princeton University Press, chapter 1. pp. 19 – 38.
3. Wolf, Eric R. (1966). *Peasants*. New Jersey, Prentice Hall. Ch. 1.
4. Wallerstein, Immanuel Maurice. (1983). *Historical Capitalism*. London: Verso. Commodification of Everything: Production of Capital. pp. 13 – 43.
5. Karl, Polanyi. (1977). *The Livelihood of Man*. New York: Academic Press. Chapters 1 & 2, The Economistic Fallacy & Two Meanings of Economic, Pp. 5-34.
6. Menger, Carl. (1871). *Principles of Economics (Grunsatze der Volkswirtschaftslehre).* Austria. Ludwig von Mises institute.
7. Marx, Karl. (1857-58) 1973. *Economic and Philosophic Manuscripts of 1844.* Translated by Martin Milligan. New Work: International Publishers.

L-T-P-C **3-1-0-4** Credit Units: **4** Scheme of Evaluation: **T**

Course Objective: *This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.*

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

SN	CO		BT
1	**CO1**	*Relate* the education system with the structure, culture and processes	**BT1**
2	**CO2**	*Illustrate* the connection between education and the social institutions	**BT2**
3	**CO3**	*Apply* the knowledge of sociological perspectives to understand education in multiple levels of enquiry	**BT3**
4	**CO4**	*Analyze* the contemporary issues in education systems	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Social structure, culture and educational processes: Family, Community, State.	**12**
II	Perspectives in the Sociology of Education: Education as Socialisation, Education as Social Reproduction, Education and Resistance, Education and Gendered Identities	**12**
III	Sites of Reproduction and Negotiations of Social Identities: Contexts of Discrimination- caste, class, religion, language and gender. Pedagogical Discourses: Authority and docility, Discrimination and teaching learning process; Texts and Learning	**12**

IV	Contemporary Issues in Higher Education in India: Student politics, Citizenship education, Social welfare and education.	**12**
Total		**48**

Text Books:

1. Ballantine, J.H. (1997). The Sociology of Education: A Systematic Analysis (4th edition). New Jersey: Prentice-Hall.

2. Robinson, P. (1981). Perspectives on the Sociology of Education. New York: Routledge & Kegan Paul.

References:

1. Durkheim, Emile. (1977). 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.). *Power and Ideology in Education.* New York: Oxford University Press, pp. 92-104.

2. Parsons, Talcott. (1959/2008). 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z. (eds.) *Schools and Society: A Sociological Approach to Education.* 3rd ed. California: Pine Forge Press, pp. 80-85.

3. Bourdieu, Pierre. (1977). 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education.* New York: Oxford University Press, pp. 487- 510.

4. Youdell, Deborah. (2010). 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education.* Routledge. London and New York, pp. 132-141.

5. Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA.

6. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. *Indian Educational Review, 40*(1), 3-28.

7. Kumar, K. (2010). Quality in education: Competing concepts. *Contemporary Education Dialogue*, *7*(1), 7-18.

8. Mannheim, K. (2013). *Ideology and utopia*. Routledge.

9. Illich, I. (1971). *Deschooling Society*. Harper & Row.

Additional Readings:

1. Thapan, Meenakshi. (2006). 'Docile' bodies, 'good' citizens or 'agential' subjects?

Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly,* Sept 30, 4195 -4203.

2. Froerer, Peggy. (2007). Disciplining the saffron way: Moral education and the Hindu Rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.

3. Apple, Michael. (2013). 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7, pp. 132-151.

4. Illich, I. (200). *Deschooling Society*. London: Marion Voyars Publishers, 2000.

5. Cote, M., Day, R. J. F., & Peuter, G. D. (2007). *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*. Toronto: University of Torontto.

Paper VI: **Social Movements**		Subject Code: **S0C182D604**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course introduces the students with the important conceptual and theoretical issues of social movements and its critical role in social transformation. This paper attempts to sensitize the students to the important social movements in India and this will enable them to evaluate the difference of social and new social movements in a more sociological way.*

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

SN	CO		BT
1	**CO1**	*Define* and conceptualize the idea of social movements	**BT1**
2	**CO2**	*Extend* their understanding for social dynamics of protests and movements	**BT2**
3	**CO3**	*Experiment* with the sociological approaches to comprehend social movements in Indian and global context	**BT3**
4	**CO4**	*Compare* the grass-root social movements to the national or global social movements	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Conceptualizing Social Movements: Defining features and dynamics of social movements; The social base of movements: class, caste, ethnicity, identity, gender and polity.	**12**
II	Contextualizing Social Movements and Social Change: Recurring questions on social movements; leaders and masses; transformation and decline; reformative, revolutionary, redemptive, alternative and revivalist movement.	**12**
III	Theories on Social Movement: Marxist and post Marxist theories on social movements; Weberian and Post-Weberian theories on social movements; structural-functionalist approach to understand social movements.	**12**
IV	Social Movements in India: Tribal Movements, Dalit Movements and Nationalist Movements. New Social Movements: Ideology, Participation and mobilization, role of media.	**12**
Total		**48**

Text Books:

1. Ballantine, J.H. (1997). The Sociology of Education: A Systematic Analysis (4th edition). New Jersey: Prentice-Hall.
2. Durkheim, Emile. (1977). 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.). *Power and Ideology in Education.* New York: Oxford University Press, pp. 92-104

References:

1. Oommen, T. K. (1995). Contested boundaries and emerging pluralism. *International sociology*, *10*(3), 251-268.
2. Oommen, T. K. (2011). Social Movements I: Issues of Identity. *Re-orienting Education: Knowledge For Empowerment and Freedom*, *201*.
3. Sundar, N. (2016). The burning forest: India's war in Bastar. Juggernaut Books.

Additional Readings

1. Shah, G. (1985). Caste, class and reservation. *Economic and Political Weekly*, 132-136.

2. Rao, M. S. A. (2016). *Social Movements in India: Studies in Peasant, Tribal and Women's Movement.* Manohar Publications.

3. Desai, A. R .(2016). *Social Background of Indian Nationalism*. Sage Publications.

4. Shah, G. (2004). *Social movements in India: A Review of Literature*. Sage Publication.

5. Thapan, Meenakshi. (2006). 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 -4203.

Paper VII: **Sociology of Development**		Subject Code: **S0C182D605**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course introduces the students to some major theoretical debates and concepts in Sociology of Development, while situating these within contemporary development issues. A key thrust of the paper is towards developing a comparative understanding of the various meanings of development.*

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

SN	CO		BT
1	**CO1**	*Define* the various meanings of development	**BT1**
2	**CO2**	*Illustrate* the meaning of development in the context of 'developed' and 'underdeveloped' nations	**BT2**
3	**CO3**	*Apply* the concepts to understand the question of development in the context of contemporary challenges to development	**BT3**
4	**CO4**	*Analyze* the contemporary movements and resistance regarding the debate of development	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods

I	Introduction: Meaning, significance, historical location of the idea of development. Epistemological critiques of development.	**12**
II	Theories of Development and Underdevelopment: Modernization theories, Dependency theory, World system theory, Theories of alternative development	**12**
III	New Emergence of Trends: Sustainable Development, India's Achievement , Human Development Report	**12**
IV	Contemporary Issues in Development: Globalization, Poverty, Gender and Development, Development in Practice.	**12**
Total		**48**

Text Books:

1. Peet, R. *Theories of Development.* Jaipur: Rawat Publications, 2005.
2. Pietersen, J.N. *Development Theory: Deconstructions/ Reconstructions.* New Delhi: Vistaar Publications, 2011.

References:

1. Alavi, H. and T. Shanin. *Introduction to the Sociology of Developing Societies*. London: Macmillan, 1982.
2. Bardhan, P. *The Political Economy of Development in India.* Delhi: OUP, 2005.
1. Baviskar, A. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley.* Delhi: Oxford University P, 2004
2. Escobar, A. *Encountering Development: The Making and Unmaking of the Third World*, Princeton, New Jersey: Princeton University Press, 2011.
3. World Commission on Environment and Development (WCED). (1987). *Our Common Future*s. Oxford University Press.

Additional Readings:

1. Schumacher, E.F. *Small is Beautiful*. New York: Vintage, 2011.
2. Sen, A. *Development as Freedom*. New Delhi: Oxford University P, 2000.

Paper VIII: **Criminology**		Subject Code: **S0C182D606**
L-T-P-C **3-1-0-4**	Credit Units: **4**	Scheme of Evaluation: **T**

Course Objective: *This course intends to enable the students to understand the sociological meaning of crimes and criminal behaviour. It also intends to sensitize the students to the various larger socio-cultural and economic backgrounds of criminal behaviour.*

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

SN	CO		BT
1	**CO1**	*Define* the various concepts related to crime and deviance	**BT1**
2	**CO2**	*Illustrate* the multiple approaches to understand the problem of crime in different settings	**BT2**
3	**CO3**	*Apply* the knowledge of sociological perspectives to the understanding of crimes	**BT3**
4	**CO4**	*Analyze* the factors of crimes and ways to control them	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introduction to Criminology; Concept of Crime, criminal; Victim in crime; Methods and techniques in criminology	**12**
II	Theories in Criminology: Differential association theory, Sub-culture theory, Social bond theory, Biological theories, Classical and neo-classical theories, Physiological theories, Economic theory	**12**
III	Factors in crime: Personal, Environmental, Peer, Movies; Interaction between personal and environmental factors: a conjunctive approach; Causes in crime Types of crime: Juvenile delinquency, female crime, Organized crime, occupational (white collar crime), Professional crime, political crime, Crime against women, Youth and Crime	**12**
IV	Punishment: Society and social control; Theories of punishment; Theories in variations in punishment; The police; Limitations on power; Interrogation and corruption	**12**
Total		**48**

Text Books:

1. Ahuja, R. (2012). Criminology. New Delhi: Rawat Publications
2. Alexander, K. (2006). Police reforms in India: An analytical study. New Delhi: Discovery Publishing House.

References:

1. Blackburn, R. (2008). The psychology of criminal conduct: Theory, research and practice. Chichester: Wiley.
2. DeKeseredy, W. (2011). Contemporary critical Criminology. London: Routledge.
3. Hollin, C. (2013). Psychology and crime: An introduction to criminological psychology. Hove, East Sussex: Routledge.
4. Karlsson, J., & Bergman, A. (2017). Methods for social theory: Analytical tools for theorizing and writing. London: Routledge.
5. Marsh, I. (2007). Theories of crime. London: Routledge. Pond, R. (1999). Introduction to Criminology. Winchester: Waterside.
6. Durkheim, E. (1973). Emile Durkheim on morality and society. University of Chicago Press

Additional Readings:

1. McConville, M., & Wilson, G. (2002). Handbook of the criminal justice process. Oxford: Oxford University Press.
2. Renzetti, C. (2013). Feminist Criminology. Routledge.
3. Durkheim, E. (2013). *Suicide: A Study in Sociology*. Snowball Publishing.
4. Foucault, F. (2020). *Discipline and Punish: The Birth of the Prison*. Penguin Modern Classics.

Generic Electives Offered by Sociology

Programme Structure

1st semester								2nd semester							
Sl. No.	**Subject Code**	**Name of subject**	**L**	**T**	**P**	**C**	**TCP**	**Sl. No.**	**Subject Code**	**Name of subject**	**L**	**T**	**P**	**C**	**TCP**
1	SOC182G101	Introduction to Sociology and Basic Concepts	3	0	0	3	3	1	SOC182G201	Sociology of India I	3	0	0	3	3
2	SOC182G102	Sociology of Gender	3	0	0	3	3	2	SOC182G202	Environmental Sociology	3	0	0	3	3
3rd semester								**4th semester**							
Sl. No.	**Subject Code**	**Name of subject**	**L**	**T**	**P**	**C**	**TCP**	**Sl. No.**	**Subject Code**	**Name of subject**	**L**	**T**	**P**	**C**	**TCP**
1	SOC182G301	Sociological Thinkers	3	0	0	3	3	1	SOC182G401	Sociology of India II	3	0	0	3	3
2	SOC182G302	Sociology of Gender	3	0	0	3	3	2	SOC182G402	Environmental Sociology	3	0	0	3	3

SYLLABUS (1st SEMESTER)

GE I: **Introduction to Sociology and Basic Concepts** Subject Code: **SOC182G101**

L-T-P-C **3-0-0-3** Credit Units: **3** Scheme of Evaluation: **T**

Course Objective: *To introduce the discipline of Sociology to students of diverse backgrounds and to infuse a sociological way of thinking among the students.*

Course Outcome:

After successful completion of the course, the student will be able to:

SN	CO		BT
1	**CO1**	*Define* the basic understanding of society using various concepts	**BT1**
2	**CO2**	*Illustrate* the ways of understanding the social reality in a more scientific manner	**BT2**
3	**CO3**	*Apply* sociological imagination to understand real life social situations	**BT3**
4	**CO4**	*Analyze* the various social phenomenons and deconstruct the commonsensical understanding and encourage them to think critically	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Emergence of Sociology – Natural sciences and social sciences. Emergence of Sociology. Sociological Imagination and Sociology and Common Sense. Classical perspectives	**9**
II	Individual and Group – Definition and classifications. Primary & secondary socialisation. Social distance. Primary & secondary groups. In-group & Out-group. Reference groups. Looking glass self. Gemeinschaft and Gesselschaft. Stereotypes. Community, Association, and Institution – Birth of community. Institutions and their development. Institutionalisation. Formal associations and large scale organisations.	**9**

III	Culture, and Society – Definition. Values, ideas, norms, mores, customs, law, tradition. Acculturation, diffusion, cultural lag, ideal & real culture, cultural relativity, Ethnicity & ethnocentrism. Role, status, prestige, Tribe (India).	**9**
IV	Social Change – Factors of change. Evolution, social evolution, progress. Evolutionary (Comte, Morgan), cyclical (Spengler, Toynbee, Sorokin) functional (Parsons), and conflict (Simmel, Marx) theories of change.	**9**
Total		**36**

Text Books:

Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.

Bhushan, Vidhya, et al. (2012). *Fundamentals of Sociology*. Pp. 108-110.

Reference:

Redfield, Robert. (1956). In Harry L Shapiro (ed.), *Man, Culture and Society.* New York: Oxford University Press.

Bierstedt, Robert. (1974). *The Social Order.* McGraw Hill.

MacIver, Robert M, & Charles Hunt Page. (1949). *Society*. New York: Rinehart.

Horton, Paul B., Chester L. Hunt. (2004). *Sociology*. New Delhi: Tata McGraw Hill.

Additional Readings:

Myneni, SR. (2016) (2nd ed.). *Sociology.* Allahabad Law Agency: Allahabad.

GE II: **Sociology of Gender** Subject Code: **SOC182G201**

L-T-P-C **3-0-0-3** Credit Units: **3** Scheme of Evaluation: **T**

Course Objective: *The course introduces gender as a critical sociological lens of enquiry in relation to various social fields and will help the students to get away with the stereotypical notions towards social meaning of gender and to make them more sensitive towards gender issues.*

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

SN	CO		BT
1	**CO1**	*List* major concepts and theoretical perspectives of sex-gender systems and practices	**BT1**
2	**CO2**	*Explain* the origin of feminist ideology and their changing nature	**BT2**

3	**CO3**	*Develop* an understanding of the "construct" nature of gender which will help in moulding an academic flavour to their feminist perspectives	**BT3**
4	**CO4**	*Classify* various categories of socially constructed meaning for gender	**BT4**

Detailed Syllabus

Modules	**Topics / Course Content**	**Periods**
I	Gender as a Social Construct, Gender, Sex, Sexuality, Production of Masculinity and Femininity, Patriarchy and its types, Feminism (waves, types), Performativity, Intersectionality, Nature-culture debate.	**9**
II	Gender: Differences and Inequalities, Class, Caste, Family, Work.	**9**
III	Gender, Power and Resistance, Power and Subordination, Resistance and Movements. Feminist Thoughts.	**9**
IV	Gendering Sociology. Representations of Gender: Media, Literature & Art. Contemporary Sexuality Politics: LGBT Movements, Idea of gender in songs, poems, lyrics etc. Eg: Rajasthani Women's songs.	**9**
Total		**36**

Text Books:

1. Hill-Collins, Patricia. (2002). 'Learning from the outsider within' in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge, pp69-78.
2. Narrain, A. (2006). *Because I have a Voice: Queer Politics in India*. New Delhi: Yoda P.
3. Rubin, Gayle. (1984). 'Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality' in Carole Vance, ed., *Pleasure and anger.* London: Routledge, pp.143-179.

Reference:

1. Halberstam, Judith. (1998). 'An Introduction to Female Masculinity: Masculinity without Men' in Female Masculinity. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint), pp.1-43.
2. Kumar, Radha. (1999). 'From Chipko to Sati: The Contemporary Indian Women's Movement'In Nivedita Menon (ed.)*GenderandPoliticsinIndia*. New Delhi: Oxford University Press, pp342-369.
3. Kandiyoti, Deniz. (1991). 'Bargaining with Patriarchy' in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications, pp.

104-118.

4. Leela, Dube. (1996). 'Caste and Women' in M.N.Srinivas (ed.) *Caste: Its twentieth century avatar,* New Delhi: Penguin, pp. 1-27.
5. Liz Stanley. (2002). 'Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader,* London: Routledge, pp.31-41.
6. Palriwala, Rajni. (1999). 'Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)', in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support:*
7. [Projects, feature films and documentaries screenings, field-work oriented tasks will be the integral part of the course].
8. Susie, Tharu and Tejaswini Niranjana. (1999). 'Problems for a contemporary theory of gender' in Nivedita Menon (ed.) *Gender and Politics in India,* New Delhi: Oxford University Press, pp.494-525.
9. Sherry Ortner. (1974). 'Is male to female as nature is to culture?' M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press, pp. 67-87.
10. Walby, Sylvia. (2002). 'Gender, Class and Stratification: Towards a new approach' in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp93-96).

Additional Readings:

1. Rege, S. (1998). 'Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position'. *Economic and Political Weekly,*Vol. 33, No. 44, pp.39-48.
2. Uberoi, Patricia. (1990). 'Feminine Identity and National Ethos in Indian Calendar Art' In *Economic and Political Weekly* Vol. 25, No. 17, pp.WS41-WS48.

SYLLABUS (2nd SEMESTER)

GE III: **Sociology of India – I**		Subject Code: **SOC182G201**
L-T-P-C **3-0-0-3**	Credit Units: **3**	Scheme of Evaluation: **T**

Course Objective: *To introduce the students to the processes and modes of construction of knowledge on India. It will draw the attention of the students to key concepts and institutions along with the changes undergone.*

Course outcome:

SN	CO		BT
1	**CO1**	*Define* the academic meanings especially its application to erstwhile colloquial understanding of phenomena one has come to assume by virtue of being Indian	**BT1**
2	**CO2**	*Compare* certain phenomena that are particularly relevant to India and their knowledge construction ability will also be honed alongside the expansion of their knowledge base	**BT2**
3	**CO3**	*Build* an appropriate hold for the methodological orientation to know the Indian society in a better way	**BT3**
4	**CO4**	*Analyze* how to deconstruct the generally accepted views on Indian society	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Religion in India – Hinduism, Islam, Sikhism. Issues in understanding religion in an academic manner. Sects. Asceticism. Syncretism.	**9**
II	Caste System –Basis of the caste system; Caste system as social fact. Varna & Jati. Dynamics of dominant castes, left hand and right hand castes, sanskritisation, westernisation, modernisation. Critical views of caste system, impact of the census system. Lingayat Movement, Brahmo Samaj. Women in Brahmanical values.	**9**
III	Indian Village – Myth & Reality. Is village a social fact? Munro, Metcalfe, Marx, Maine on Indian village and its criticism. Kings and the Indian village. Village solidarity. Agrarian classes. McKim Marriott: Parochialisation and Universalisation.	**9**

IV	Tribal Situation in India – Historical and contemporary problems. India's diversity. Christianity and Hinduism in tribal life. Administration and alienation. Race, language and land. Failure of governmental aids. Nehru's liberalism.	**9**
Total		**36**

Text Books:

1. Srinivas, M.N. & A. M. Shah. (1968). *Hinduism volume 6* (pp.358-366);in D. L. Sills (ed.) TheInternational Encyclopaedia of Social Sciences. New York: Macmillan.
2. Uberoi, J.P.S. (1997). *The Five Symbols of Sikhism* (pp. 320-332); in T.N. Madan (ed.) Religion in India, Delhi: Oxford University Press.
3. Dhanagare, D.N. (1991). *The Model of Agrarian Classes in India* (pp. 271-275); in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press.

References:

1. Haimendorf, C. V. F. (1967). *The Position of Tribal Population in India.* Chapter 9*;* in P. Mason, India and Ceylon: Unity and Diversity, New York: Oxford University Press.
2. Mencher, J. (1991). *The Caste System Upside Down* (pp.93-109); in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press.
3. Dumont, L. (1980). *Homo Hierarchicus: The Caste System and its Implications.* University of Chicago Press.
4. Srinivas, M.N. (1969). *The Caste System in India* (pp. 265-272); in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books.
5. Srinvas, M. N. (1987). *The Dominant Caste and Other Essays* (pp.20-59); Delhi: Oxford University Press

Additional Readings:

1. Srinivas, M.N. (1956). 'A Note on Sanskritization and Westernization' (pp. 481-496); The Far Eastern Quarterly, 15(4).
2. Momin, A.R. (1977). 'The Indo Islamic Tradition' (pp. 242-258); *Sociological Bulletin*, 26.

GE IV: **Environmental Sociology** Subject Code: **SOC182G202**

L-T-P-C **3-0-0-3** Credit Units: **3** Scheme of Evaluation: **T**

Course Objectives: *This course aims to provide the students with a comprehensive, conceptual, theoretical and empirical background to the interaction between social and natural world.*

Course Outcome: After successful completion of the course, the students will be able to:

SN	CO		BT
1	**CO1**	*Define* the relation between natural and the social world	**BT1**
2	**CO2**	*Illustrate* social inequality and systems of power as they relate to environmental issues	**BT2**
3	**CO3**	*Apply* sociological theories and concepts to explain environmental phenomenon	**BT3**
4	**CO4**	*Analyze* current theoretical and empirical debate on environmental movements and sustainable resource management practices	**BT4**

Modules	Topics / Course Content	Periods
I	Envisioning Environmental Sociology (Nature-Culture Debate).	**9**
II	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	**9**
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	**9**
IV	Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada	**9**
Total		**36**

Text Books:

1. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA: Sage.
2. Giddens, A., (2009). *Sociology.* Wiley India, 6th edition. Ch 5. 'The Environment', pp. 153- 203.
3. Hannigan, J. A. (1995). Environmental Sociology. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
4. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development.* Zed Books. Ch 3. (pp.38-54).

References:

1. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader.* New Delhi:

Pearson, Longman, Ch 19, pp. 316-324,342-352.

2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development.* Zed Books. Ch 3. (pp.38-54).
3. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. Economy and Society, 35(3), 329-345.

Additional Readings:

1. White, B. H. (2018). On the Global Economic and Political Order. EPW, 53(35).
2. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

Detailed Syllabus

GE V-**Sociological Thinkers- I**		Subject Code: **S0C182G301**
L-T-P-C **3-0-0-3**	Credit Units: **3**	Scheme of Evaluation: **T**

Course Objective: *The course introduces the students to classical social scientists whose works have shaped the discipline of sociology as we know it today.*

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

SN	CO		BT
1	**CO1**	*Define* various theoretical concepts given by different thinkers in sociological ground	**BT1**
2	**CO2**	*Extend* their understanding of the theoretical foundations of Sociology	**BT2**
3	**CO3**	*Experiment* with the ideas of deconstructing the preconceived ideas about the social issues and social events	**BT3**
4	**CO4**	*Compare* various directions and methodologies in order to see the society in a deeper manner.	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Auguste Comte, Saint Simon, Herbert Spencer– Theory of social evolution (Comte, Spencer), progress- Social static and dynamic, Positivism.	**9**

II	Emile Durkheim – Social Facts: material & non-material. Division of Labour: Organic solidarity & mechanical solidarity. Social Currents. Anomie: crime, suicide. Types of suicide.	**9**
III	Max Weber – Causality. Values. Subjectivity and objectivity. Interpretive Sociology. Verstehen, Value neutrality, Self-reflexivity. Ideal Types. Social Action: types (means-end rationality, value, affectual, traditional). Bureaucracy, power and authority.	**9**
IV	Karl Marx – The dialectic, Conflict and Contradiction, Class and Consciousness, Labour, Capital, Surplus, Modes of Production, Means of production, Relations of production, Alienation and Structure of Capitalist Society.	**9**
Total		**36**

Text Books:

1. Giddens, A. (2009) *Sociology (6th edition)* (pp. 13-20, 69-85); Polity Press Cambridge.Chapter 2 'Asking and Answering Sociological Questions'.
2. Ritzer, G. (2017).*Sociological Theory*(pp. 39-149, 233-244); New Delhi: McGraw Hill Education Pvt. Ltd.

References:

1. Durkheim, E. (1984). *The Division of Labour in Society* (pp. 149-174); Basingstoke: Macmillan.
2. Marx, K. and F. Engels. (1969). *Selected Works Vol. 1*(pp. 13-15, 6-80, 98-106, 142-174, 502-506); Moscow: Progress Publishers.
3. Marx, K. (1990). *Selected writings in Sociology and Social Philosophy* (pp. 88-101); Penguin Books Limited.
4. McLellan, David. (1975). *Marx* (pp. 7-23); London: Fontana Press.
5. Parsons, T. & Shils E. (Eds.) (1951).*Towards a General Theory of Action* (pp. 3-29); New York: Harper and Row Publishers.

Additional Readings:

1. Poggi, Gianfranco. (2006). *Weber* (pp. 1-16); Cambridge, UK: Polity.
2. Weber, Max, (1978). *Economy & Society: An outline of Interpretive Sociology*, Vol. 1;, University of California Press, Basic Concepts, Pages 4-26.
3. Weber, Max. (1947). *The Theory of Social and Economic Organization* (pp. 87-123); New York: The Free Press,
4. Weber, Max. (2002). *The Protestant Ethic and the Spirit of Capitalism* (pp. 3-54, 103-126), (translated by Stephen Kalberg); Chapters I, II, III, IV & V. London: Blackwell Publishers.

GE VII- **Sociology of India- II**		Subject Code: **S0C182G401**
L-T-P-C **3-0-0-3**	Credit Units: **3**	Scheme of Evaluation: **T**

Course Objective: *This paper will help the students to enhance the idea about Indian society engaging with the multiple socio-political forces and ideologies which shape the nation.*

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

SN	CO		BT
1	**CO1**	*Show* a refined theoretical and ethnographical hold of certain sensitive issues those are relevant to India	**BT1**
2	**CO2**	*Summarize* the general thought process that goes in civil unrests, concepts of dalits, peasants, women and others	**BT2**
3	**CO3**	*Build* an appropriate hold for the methodological orientation to know the Indian society in a better way	**BT3**
4	**CO4**	*Analyze* how to deconstruct the generally accepted views on Indian society	**BT4**

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Communalism, Secularism, Nationalism. Communalism: Meaning & dimensions. Communalism in India. Communalism and violence. Preventive measures. Secularism: Meaning & Definition. Theories of secularism (liberal plural, orthodox plural, radical socialist). Secularism in India. Nationalism: Meaning & definition. Concept of nation-state. National identity in India. Citizenship & national identity. The relation between secularism, communalism & nationalism in India.	**9**
II	Gandhi & Ambedkar: Dalit Politics – Caste system & social reform. Dalit identity (Who are the Dalits?). Dalit movement. Politics & social transformation in independent India.	**9**
III	Peasant & Ethnic Movements – Agrarian societies. Marxist analysis of the peasantry. Peasant classes in the 20^{th} century India. Satyagraha, Kisan Sabha. Tebhaga Movement. Telangana uprising.Meaning, characteristics, factors of ethnic movements. Assam movement (All Assam Students Union, contest between the state & the movement).	**9**

IV	Women's Movement: Early feminist campaigns. The movement against dowry. Agitation against rape. Growth and maturing of the movements. Challenges to the movements.	**9**
Total		**36**

Text Books:

1. Ahuja, Ram. (2014). *Social Problems in India 3rd edition*; Rawat Publications, Jaipur.
2. Ambedkar, B. R., 1971 [1936].*Annihilation of Caste;* Jullunder: BheemPatrika. Rao, CNS (2004). *Sociology of Indian Society* (pp. 306-341).

References:

1. Baruah, S., (2010).*The Assam Movement* (pp.191-208); in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press.
2. Deshpande, S. (2003).*Contemporary India: A Sociological View* (pp.125-150); New Delhi: Penguin Books.
3. Kumar, R. (1986). *The Varieties of Secular Experience*); in Essays in the Social History of Modern India, Calcutta: Oxford University Press.
4. Oommen, T. K. (1997).*Citizenship and National Identity: From Colonialism to Globalism* (pp.143-172); New Delhi: Sage Publications.
5. Oommen, T. K (ed.) *Social Movements I: Issues of Identity* (pp. 1-46); Delhi: Oxford University Press. Introduction.

Additional Readings:

1. Pouchepadass, J. (1980). *Peasant Classes in Twentieth Century Agrarian Movements in India* (pp.136-155);in Hobsbawm E. (ed.) Peasants in History, Delhi: Oxford University Press.
2. Madan, T.N. (1997). *Modern Myths, Locked Minds* (pp.233-265); Delhi: Oxford University Press.
3. Menon, N. (ed.) (1999). *Gender and Politics in India*; Delhi: Oxford University Press.
4. Shah, G. (2001).*Dalit Identity and Politics* (pp.17-43); New Delhi: Sage Publications.
5. Srinivas, M.N. (1969). *The Caste System in India* (pp. 265-272); in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books.

AECC - 1 (1ST SEMESTER)

AECC-1/Subject Name: Communicative English- I: Developing Oral Communication and Listening Skills
Subject Code: CEN982A101
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech **Continuous Evaluation: 30 Marks** **Semester End Examination:** **Component A – Written Examination = 30 Marks** **Component B +C – Viva-Voce + Extempore speech = 40 Marks**

Course Objective: *The objective of the course is to introduce students to oral communication skills in English by engaging them to meaningful discussion and interactive activities.*

Course Outcomes: After the completion of the course students will be able to:

SN	CO		BT
1	**CO1**	*Demonstrate* communication process, verbal, and non-verbal communication	**BT1**
2	**CO2**	*Understand* the skill of listening processes	**BT2**
3	**CO3**	*Develop* a life skill on oral group communication- group discussion leadership skills, team management	**BT3**
4	**CO4**	*Make use* of language styles – oral and written communication	**BT4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Basics of Communication- Introduction** Communication - definition – meaning – elements - basics of communication - communication process - importance of communication Components of Communication Types/forms of Communication (Oral-written, Formal-Informal (Grapevine), Interpersonal-Intrapersonal, Mass- Group, Verbal-Non Verbal External communication, Organizational Communication- Upward, Downward, horizontal, Diagonal) Non-verbal Communication - Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation. Proxemics , Haptics, Artifactics, Chronemics	**3**

II	**The Listening Process** Types of Listening – Superficial, Appreciative, Focused, Evaluative, Attentive, Emphatic, Listening with a Purpose , Barriers to Communication, Barriers to Listening	**3**
III	**Focus on Oral Group Communication** Nature of group communication, Characteristics of successful Group Communication Selection of group discussion-subject knowledge, leadership skills, team management Group Discussion Strategies	**3**
IV	**Language Styles- Oral and Written Communication** Technical Style, ABC of technical communication- accuracy, using exact words and phrases, brevity, clarity, Objectivity of Technical Writing - Impersonal language, Objectivity in professional speaking.	**3**
TOTAL		**12**

Textbooks:

1. Rizvi, M. Ashraf. (2008). *Effective Technical Communication* (11 reprint). New Delhi: Tata McGraw Hill.

Reference Books:

1. Koneru, Aruna.(2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
2. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015).A *Pocket Guide to Public Speaking*. (5th edition). St. Martin's. ISBN-13:978-1457670404

AECC – 2 (1st Semester)

AECC-2/Subject Name: Behavioural Science – I
Subject Code: BHS982A102
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech **Continuous Evaluation: 30 Marks** **Semester End Examination:** **Component A – Written Examination = 30 Marks** **Component B +C – Viva-Voce + Extempore speech = 40 Marks**

Course objectives: *To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.*

Course Outcomes: After the completion of the course the students will be able to:

SN	CO		BT
1	**CO1**	*Understand* self-identity and identity crisis	**BT1**
2	**CO2**	*Demostrate* self-esteem	**BT2**
3	**CO3**	*Develop* in depth knowledge of foundation of individual behavior	**BT3**
4	**CO4**	*Develop* a life skill on Time management	**BT4**

Modules	Course Contents	Periods
I	**Understanding Self** Understanding of Self ,What is self?, Components of Self-self identity, Identity crisis, Definition self confidence, self image, Johari Window, Self Esteem, High and Low Self-esteem, Erikson's model.	**3**
II	**Foundations of individual behavior** Personality- structure, determinants, personality traits, Perception- Perceptual Process, Attribution, Errors in perception, Stereotyping, Racial Profiling, Learning- Theories of learning.	**3**
III	**Managing self** Time management: Introduction-the 80:20, sense of time management, Three secrets of time management, Effective scheduling, Stress management, effects of stress, kinds of stress-sources of stress, Signs of stress, Stress management tips.	**3**
IV	**Behaviour and communication** Behaviour as a barrier to Communication , ways to overcome the barriers, Non-verbal communication-body language (voluntary and involuntary body language) forms of body language, Interpreting body language	**3**
		12

Text books

1. Soft skills by Dr.K.Alex, S.Chand.
2. Organisational behaviour by S.P Robbins, Judge , Vohra 18th Ed.

Reference Books:

1. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-

13:978-0-19-806529-6.

2. Sengupta, Sailesh.(2011) *Business and Managerial Communication.* New Delhi*: PHI Learning Pvt. Ltd*. Page 136-153.ISBN-978-81-203-4435-8.

AECC – 3 (2nd Semester)

AECC-3/Subject Name: Communicative English- II: Conversation and Public Speaking
Subject Code: CEN982A201
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech **Continuous Evaluation: 30 Marks** **Semester End Examination:** **Component A = Written Examination = 30 Marks** **Component B + C = Viva-Voce + Extempore speech = 40 Marks**

Course Objective: *The objective of the course is to give students a platform to enhance their speaking and conversational skills in English by engaging them in meaningful discussions and interactive activities.*

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

SN	CO		BT
1	**CO1**	*Relate* to the importance of public speaking	**BT1**
2	**CO2**	*Demonstrate* improved speaking skill	**BT2**
3	**CO3**	*Identify* a life skill on conversation	**BT3**
4	**CO4**	*Develop* the skill of public speaking	**BT4**

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Speaking Skills** Speaking – The Art of Speaking, Goals, Speaking Styles, The Speaking Process Importance of Oral Communication, Choosing the form of Communication, Principles & Guidelines of Successful Oral Communication, Barriers to Effective Oral Communication	**3**

	Three aspects of Oral Communication – Conversing, Listening and Body Language Intercultural Oral Communication	
II	**Conversational Skills : Listening and Persuasive Speaking** Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing, Conversation Control	**3**
III	**Transactional Analysis** The Role of Intonation , Strokes, Psychological Characteristics of Ego States (The Parent, The Adult, The Child), Structure and Aspects of Human Personality Analysing Transactions – Complementary Transactions, Crossed Transactions, Duplex or Ulterior Transactions, How to Identify the Ego States of Interacting Individuals, How to Manage Conversations, Structural Analysis, Certain Habits of Ineffective Conversationalists	**3**
IV	**Public Speaking** Business Presentation and Speeches – Difference Elements of a Good Speech – Planning, Occasion, Audience, Purpose, Thesis, Material Organising and Outlining a Speech Outline, Types of Delivery Guidelines for Delivery – Verbal Elements, Non-Verbal Elements, Vocal Elements, Visual Elements, Controlling Nervousness and Stage Fright	**3**
TOTAL		**12**

Text Books:

1. Mehra, Payal. (2012). *Business Communication for Managers*: Dorling Kindersley (India) Pvt. Ltd. Page 75 – 83. ISBN 978-81-317-5865-6.
2. Raman, Meenakshi and Singh, Prakash.(2012). *Business Communication* (2nd Edition): Oxford University Press. Page 123 – 165.ISBN-13:978-0-19-807705-03.

Reference Books:

3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-13:978-0-19-806529-6.
4. Sengupta, Sailesh.(2011) *Business and Managerial Communication.* New Delhi*: PHI Learning Pvt. Ltd*. Page 136-153.ISBN-978-81-203-4435-8.

AECC – 4 (2nd Semester)

AECC-4/Subject Name: Behavioural Science – II

Subject Code: BHS982A202
L-T-P-C – 1-0-0-1
Credit Units: 1
Scheme of Evaluation: Theory + Viva-Voce + Extempore Speech **Continuous Evaluation: 30 Marks** **Semester End Examination:** **Component A – Written Examination = 30 Marks** **Component B +C – Viva-Voce + Extempore speech = 40 Marks**

Course objectives: *To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.*

Course Outcomes: After the completion of the course students will be able to:

SN	CO		BT
1	**CO1**	*Understand* culture and personality	**BT1**
2	**CO2**	*Understand* Value	**BT2**
3	**CO3**	*Demonstrate* leadership	**BT3**
4	**CO4**	*Develop* a life skill on motivation	**BT4**

Modules	Course Contents	Periods
I	**Culture and Personality** Relation Between Culture and Personality with Relevant Examples, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	**3**
II	**Attitudes and Values** Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values, changes of values with time, male & female values differences.	**3**
III	**Leadership** Definition of leadership, types of leadership, Leadership Continuum Transformational & transactional Leadership, Ethical Leadership.	**3**
IV	**Motivation** Definition of motivation with example, Theories of Motivation (Maslow & X and Y) Applications of motivation.	**3**
		12

Text books:

1. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).
2. Organisational behaviour by S.P Robbins, Judge, Vohra 18th Ed.

Reference Books:

1. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press. Page 137 – 148 ISBN-13:978-0-19-806529-6.
2. Sengupta, Sailesh. (2011) *Business and Managerial Communication.* New Delhi*: PHI Learning Pvt. Ltd*. Page 136-153.ISBN-978-81-203-4435-8.