



THE ASSAM
ROYAL GLOBAL UNIVERSITY
— GUAHATI —

ROYAL SCHOOL OF HUMANITIES AND SOCIAL SCIENCES (RSHSS)

DEPARTMENT OF SOCIOLOGY

COURSE STRUCTURE & SYLLABUS

(BASES ON NATIONAL EDUCATION POLICY 2020)

FOR

BACHELOR OF SOCIOLOGY

(4 YEARS SINGLE MAJOR)

W.E.F.

ACADEMIC YEAR: 2023-2024

TABLE OF CONTENT

Sl. No.	Contents	Page Numbers
1	Preamble	
2	Introduction	
3	Definitions	
4	Approach to Curriculum Planning	
5	Nature and Extent of Bachelor's degree Programme in Sociology	
6	Award of Degree	
7	Aims of Bachelor's degree Programme in Sociology	
8	Graduate Attributes	
9	Qualification Descriptors for a bachelor's degree programme in Sociology	
10	Programme Learning Outcomes	
11	Programme Specific Outcomes	
12	Teaching Learning Processes	
13	Assessment Methods	
14	Course Structure	
15	Detailed Syllabus	

PREAMBLE

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities – have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

1.1. INTRODUCTION

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. DEFINITIONS

1.2.1. Academic Credit: An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework –

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.2.2. Course of Study: Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

- **Disciplinary Major:** The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
- **Disciplinary/interdisciplinary minors:** Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second

semester, after exploring various courses.

- **Courses from Other Disciplines (Interdisciplinary):** All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.
 - i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
 - ii. **Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor 7 disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
 - iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication).
 - iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
 - v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and

interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

- **Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.
- **Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands-on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.
- **Value-Added Courses (VAC):**
 - i. **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian

knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

- ii. **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- iii. **Digital and technological solutions:** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- iv. **Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various

components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking.

- **Summer Internship /Apprenticeship:** The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.
- **Community engagement and service:** The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.
- **Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on study.

- **Indian Knowledge System:** In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP). The students may be encouraged to take these courses, preferably during the first four semesters of the UG programme. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects. Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.2.3. Experiential Learning: One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- **Experiential learning as part of the curricular structure of academic or vocational program.** E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.
- **Experiential learning as active employment (both wage and self)** post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits.

This could be either Full or Part time employment after undertaking an academic/ Vocation program. In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

2.1. APPROACH TO CURRICULUM 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 Hotel Management 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 away 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.

2.2. NATURE AND EXTENT OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY:

A bachelor's degree in Sociology (Honours with Research) is a 4-year degree course which is divided into 8 semesters as under.

Bachelor's Degree (Honours with Research) 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 with Research) 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, Bachelor's Degree (Honours with Research) 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.

2.3. AWARD OF DEGREE:

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

- **Undergraduate programmes** of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications.
- **UG Certificate in Sociology:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

- **UG Diploma in Sociology:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- **3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in Sociology after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in Sociology will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements.
- **4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the 4th year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded Bachelor of Sociology (Honours with Research) degree.

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	X	x	x
4-year UG Degree (Honours)	4	160	X	x	x
4-year UG Degree (Honours with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

3.1. AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY:

The overall objectives of the Learning Outcomes-based Curriculum Framework (LOCF) for of Sociology (Honours) degree are-

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

4.1. GRADUATE ATTRIBUTES:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected *Graduate Attributes* acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Sl. No.	Graduate Attributes	The Learning Outcomes Descriptors (<i>The graduates should be able to demonstrate the capability to:</i>)
GA1	Disciplinary Knowledge	Capable of demonstrating comprehensive knowledge and understanding of all fundamental concepts, philosophy, values and ethics, methods and skills of sociology which is essential for the undergraduate programme of the study.
GA 2	Critical Thinking	Capability to apply analytic thought to the sociological knowledge; analyse and evaluate evidences from the real world, frame arguments, claims, beliefs on the basis of empirical knowledge; identify relevant assumptions or implications; critically evaluate social processes, policies and theories by scientific approach to knowledge development.
GA 3	Problem Solving	Capacity to deduce from the sociological knowledge one has learned and apply their aptitude to solve social problems in the real world and apply one's learning to real life situations.
GA 4	Analytical Reasoning	Ability to apply sociological knowledge to evaluate the reliability and relevance of evidences; identify logical flaws and holes in the arguments; analyse and synthesise data from a variety of sources; draw valid conclusions and support them with evidence and examples.
GA 5	Research Related Skills	A sense of scientific inquiry and capability for asking sociologically relevant and appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses,

		analyse, 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 apply sociological research knowledge and 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	Ability to apply sociological imagination and critical sensibility to everyday lived experiences with self-awareness and reflexivity of both self and society.
GA 8	Moral and ethical Awareness/ reasoning	Ability to embrace moral and ethical values in conducting one's life, formulate position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Ability to apply objective sociological reasoning to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues, and adopting objective, unbiased and truthful actions in all aspects of work.
GA 9	Life-long Learning	Ability to learn from surroundings and apply sociological knowledge throughout one's life. Acquire knowledge and skills, including, learning how to learn, that are necessary for participating in learning activities throughout life through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting

		to changing trades and demands of work place through knowledge/skill development/re-skilling.
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5.1. PROGRAMME LEARNING OUTCOMES (PLO) RELATING TO BACHEOR OF SOCIOLOGY:

Programme learning outcomes includes subject-specific skills and generic skills including transferable global skills and competencies. The programme learning outcomes also focus on knowledge and skills that would prepare the students of sociology for further study and employment. They help ensure comparability of learning levels and academic standards and provide a broad picture of the level of competence of graduates of a given programme of the study.

The broad learning outcomes of the Bachelor of Sociology programme are:

1. **PLO1: *To Develop Disciplinary Knowledge Sociology***: Ability to attain a firm grounding of the theoretical foundations of sociology and the sociological principles of the discipline.
2. **PLO2: *To Develop Critical Thinking in Sociology***: Ability to use knowledge, understanding and skills required for identifying problem and issues relating to society.
3. **PLO3: *To Develop Problem Solving in Sociology***: Ability to demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.
4. **PLO4: *To Develop Analytical Reasoning in Sociology***: Ability to understand various social issues, processes and social problems.
5. **PLO-5: *To Develop Research Related Skills in Sociology***: Develop analytical power and logical approach to problem-solving mechanisms.
6. **PLO-6: *To Develop 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.
7. **PLO-7: *To Develop 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.
8. **PLO-8: *To Develop Moral & Ethical Awareness in Sociology***: Ability to recognize moral & ethical values and ethos and apply it in the process of empirical research and analysis.
9. **PLO-9: *To develop Life Long Learning***: Life-long learning enables students of sociology to apply sociological knowledge throughout their lives in their everyday participation in the society.

5.2. PROGRAMME SPECIFIC OUTCOMES (PSO):

Upon completion of Bachelor of Sociology (H) Degree Programme, the students will be able to:

1. **PSO1:** Ability to identify and understand social issues and problems.
2. **PSO2:** Ability to conduct empirical studies for scientific social science research as well as to analyse and interpret the data.
3. **PSO3:** Ability to perform as a successful sociologist for educational, research as well as administrative institutions.
4. **PSO4:** Ability to perform as an advisor to various government institutions and assist policy making processes.

6.1. TEACHING LEARNING PROCES:

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

- i. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention.
- ii. Written assignments and projects and term papers submitted by students.
- iii. Group discussion
- iv. Home assignments
- v. Quizzes and class tests
- vi. PPT presentations, Seminars, interactive sessions
- vii. Audio-Visual Aids (Documentary, Films)
- viii. Field Work/ Field visit
- ix. Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.
- x. Experiential Learning

6.2. ASSEMENT METHODS:

Theory Papers

Methods	Weightage
Semester End Examination	70%

Internal Assessment	30%
Total	100%

Internal assessment is based on – Mid-semester Examination, Class test, Assignment, Project, Viva-voce, attendance of the student, seminar, group discussion, field work etc.

	Components of Evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous Evaluation				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	Semester End Examination		1	SEE	70%
	Total				100%

BACHELOR OF SOCIOLOGY**COURSE STRUCTURE**

1st semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C101	Introduction to Sociology	100	3
2	SOC182C102	Sociology of India-I	100	3
Minor Subjects				
3	SOC182M101	Introduction to Sociology & Basics Concepts	100	3
Interdisciplinary Subject				
4		Introduction to Indian Knowledge System-I	100	3
Ability Enhancement Courses (AEC)				
5	AEC982A101	Communicative English and Behavioural Science – I	100	2
Skill Enhancement Courses (SEC)				
6	SOC182S121	Data Collection & Analysis- I	100	3
Value Added Courses (VAC)				
7		Will select one course from a basket of Courses	100	3
Total Credit = 20				

2nd Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C103	Sociological Thinkers-I	100	3
2	SOC182C104	Sociology of India-II	100	3
Minor Subjects				
3	SOC182M102	Introduction to Environmental Sociology	100	3

Interdisciplinary Subject				
4		Introduction to Indian Knowledge System-II	100	3
Ability Enhancement Compulsory Courses (AECC)				
5	AEC982A101	Communicative English and Behavioural Science – II	100	2
Skill Enhancement Courses (SEC)				
6	SOC182S221	Data Collection & Analysis- II	100	3
Value Added Courses (VAC)				
7	ECO182VAC2	Will select one course from a basket of Courses	100	3
Total credits = 20				

3rd Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C201	Sociological Thinkers-II	200	4
2	SOC182C202	Sociology of Kinship	200	4
Minor Subjects				
3	SOC182M201	Gender Studies	200	4
Interdisciplinary Subject				
4		Will select one course from a basket of Courses	200	3
Ability Enhancement Courses (AEC)				
5	AEC982A301	Communicative English and Behavioural Science – III	200	2
Skill Enhancement Courses (SEC)				
6	SOC182S301	Legislative Practices & Procedures	200	3
Total Credit = 20				

4th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C203	Indian Sociological Thinkers (IKS)	200	4
2	SOC182C204	Social Stratification	200	4
3	SOC182C205	Environmental Sociology	200	4
Minor Subjects				
3	SOC182M202	Population Studies	200	3
4	SOC182M203	Introduction to Sociology of Health & Medicine	200	3
Ability Enhancement Courses (AEC)				
5	AEC982A401	Communicative English and Behavioural Science - IV	200	2
Total Credit = 20				

5th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C301	Sociological Thinkers-III	300	4
2	SOC182C302	Criminology	300	4
3	SOC182C303	Sociology of Gender	300	4
Minor Subjects				
3	SOC182M301	Understanding Globalisation	300	4
Others				
4		Internship	300	4
Total Credit = 20				

6th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C304	Political Sociology	300	4
2	SOC182C305	Sociology of Religion	300	4
3	SOC182C306	Sociology of Education	300	4
4	SOC182C307	Urban Sociology	300	4
Minor Subjects				
3	SOC182M302	Sociology of Food	300	4
Total Credit = 20				

7th Semester				
Sl. No.	Subject Code	Names of subjects		Credits
Major (Core) Subjects				
1	SOC182C401	Research Methodology-I	400	4
2	SOC182C402	Economic Sociology	400	4
3	SOC182C403	Sociology of Law	400	4
4	SOC182C404	Sociology of Northeast India	400	4
Minor Subjects				
3	SOC182M401	Introduction to Sociology of Media	400	4
Total Credit = 20				

8th Semester				
Sl. No.	Subject Code	Names of subjects	Course Level	Credits
Major (Core) Subjects				
1	SOC182C405	Research Methodology-II	400	4
2	SOC182M402	Reading Ethnography	400	4
Dissertation				
3		Dissertation	400	12
In lieu of Dissertation/Research Project				
4	SOC182M803	Democracy, Equality & Social Justice	400	4

5	SOC182M804	Sociology of South East Asia	400	4
6	SOC182M805	Texts of our Times	400	4
Total Credit = 20				

Detailed Syllabus

Subject Name: Introduction of Sociology

Subject Code: SOC182C101

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

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

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

Detailed Syllabus

Modules	Course Contents	Periods
I	Discipline & Perspective – Why study sociology? Introducing classical and modern theories & perspectives, founders of sociology. Micro and macro sociology.	15
II	Sociology and other Social Sciences (relationship, similarities and differences) – Philosophy, Anthropology, History, Political Science, Economics, Psychology, Ecology, Criminology.	15
III	Thinking Sociologically – Sociological imagination. Sociology and common sense. Science and Common Sense, The sociological context of India, book view and field view. Comparative sociology.	15

IV	Industrial Revolution, French Revolution, Enlightenment. Natural sciences and social sciences. Emergence of Sociology –Introduction to French, British, German & American Sociology.	15
TOTAL		60

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 Perspective*. 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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning

60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussions- 10 Hours • Peer Teaching & Learning- 10 Hours • Guest Lectures– 5 Hours • Field Visits- 5 Hours
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Subject Name: Sociology of India I

Subject Code: SOC182C102

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

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

CO1	<i>Relate</i> the intensity of doing field work along with the textual understanding	BT-1
CO2	<i>Compare</i> Indian society to other South Asian societies	BT-2
CO3	<i>Develop</i> a clearer view of their own societies with a better understanding and critical thinking	BT-3
CO4	<i>Examine</i> the multiple social groups and their interaction in Indian society	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Religion in India – Hinduism, Islam, Sikhism. Issues in understanding religion in an academic manner. Sects. Asceticism. Syncretism.	15
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, Brahma Samaj. Women in Brahmanical values.	15

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.	15
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.	15
TOTAL		60

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. Srinivas, 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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussions- 10 Hours • Seminar Presentations- 10 Hours • Guest Lectures– 5 Hours • Peer Teaching-Learning- 5 Hours

Subject Name: Introduction to Sociology & Basics Concepts

Subject Code: SOC182M101

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 100

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

CO1	<i>Define</i> the basic understanding of society using various concepts	BT-1
CO2	<i>Illustrate</i> the ways of understanding the social reality in a more scientific manner	BT-2
CO3	<i>Apply</i> sociological imagination to understand real life social situations	BT-3
CO4	<i>Analyze</i> the various social phenomenons and deconstruct the commonsensical understanding and encourage them to think critically	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
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I	Emergence of Sociology – Natural sciences and social sciences. Emergence of Sociology. Sociological Imagination and Sociology and Common Sense. Classical perspectives	15
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 Gessellschaft. Stereotypes. Community, Association, and Institution – Birth of community. Institutions and their development. Institutionalisation. Formal associations and large-scale organisations.	15
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).	15
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.	15
TOTAL		60

Text Books:

1. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.
2. Bhushan, Vidhya, et al. (2012). *Fundamentals of Sociology*. Pp. 108-110.

Reference:

1. Redfield, Robert. (1956). In Harry L Shapiro (ed.), *Man, Culture and Society*. New York: Oxford University Press.
2. Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill.
3. MacIver, Robert M, & Charles Hunt Page. (1949). *Society*. New York: Rinehart.
4. Horton, Paul B., Chester L. Hunt. (2004). *Sociology*. New Delhi: Tata McGraw Hill.

Additional Readings:

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

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning

60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussions- 10 Hours • Presentations- 10 Hours • Guest Lectures– 5 Hours • Peer Teaching & Learning- 5 Hours
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Subject Name: Data Collection & Analysis- I

Subject Code: SOC182S121

L-T-P-C: 0-0-3-3

Credit Units: 3

Level of Course: 100

Course Objective: *To introduce the students with the basic skills of research and its application in the real world.*

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

CO1	<i>Relate</i> with the process of identifying social problems	BT-1
CO2	<i>Interpret</i> the data from the field through sociological imagination	BT-2
CO3	<i>Experiment</i> with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	BT-3
CO4	<i>Analyze</i> the data in the form of conclusive arguments	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Introduction to the course: Meaning and importance of research	15
II	Data Types and Sources: Primary data and secondary data	15
III	Methods and Methodologies: Qualitative and Quantitative	15

IV	Use of MS Excel- Tables, Diagrams, Graphs	15
TOTAL		60

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.

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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 hours	

Subject Name: Sociological Thinkers-I

Subject Code: SOC182C103

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 200

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

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

CO1	<i>Define</i> the main concepts introduced by the classical thinkers in the field of sociology	BT-1
CO2	<i>Illustrate</i> the theoretical foundations of Sociology	BT-2
CO3	<i>Apply</i> the theoretical foundations in understanding social phenomenon	BT-3
CO4	<i>Analyse</i> the conceptual parameters in the academic platforms	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Auguste Comte, Saint Simon, Herbert Spencer– Theory of social evolution (Comte, Spencer), progress- Social static and dynamic, Positivism.	15
II	Emile Durkheim – Social Facts: material & non-material. Division of Labour: Organic solidarity & mechanical solidarity. Social Currents. Anomie: crime, suicide. Types of suicide.	15
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.	15
IV	Karl Marx – Labour. Historical Materialism: Bourgeoisie & proletariat. Base & superstructure. Surplus. Modes of Production-Means of production & Relations of production, Alienation.	15
TOTAL		60

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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussions- 10 Hours • Presentations- 10 Hours • Guest Lectures– 5 Hours • Quiz- 5 Hours

Subject Name: Sociology of India-II

Subject Code: SOC182C104

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 200

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

to:

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

Detailed Syllabus

Modules	Course Contents	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.	15
II	Gandhi & Ambedkar: Dalit Politics – Caste system & social reform. Dalit identity (Who are the Dalits?). Dalit movement. Politics & social transformation in independent India.	15
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).	15
IV	Women's Movement: Early feminist campaigns. The movement against dowry. Agitation against rape. Growth and maturing of the movements. Challenges to the movements.	15
TOTAL		60

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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<p>30 Hours</p> <ul style="list-style-type: none"> • Debate on Indian social issues- 12 Hours • Group Discussions – 6 Hours • Social Policy Analysis – 6 Hours • Class Test – 6 Hours

Subject Name: Introduction to Environmental Sociology

Subject Code: SOC182M102

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 200

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

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

CO1	<i>Define</i> the relation between natural and the social world	BT-1
CO2	<i>Illustrate</i> social inequality and systems of power as they relate to environmental issues	BT-2
CO3	<i>Apply</i> sociological theories and concepts to explain environmental phenomenon	BT-3
CO4	<i>Analyze</i> current theoretical and empirical debate on environmental movements and sustainable resource management practices	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Envisioning Environmental Sociology (Nature-Culture Debate).	15
II	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	15
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	15
IV	Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada	15
TOTAL		60

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.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Debate on environmental issues- 12 Hours • Group Discussions – 6 Hours • Cleanliness Drives – 6 Hours • Class Test – 6 Hours

Subject Name: Data Collection & Analysis- II

Subject Code: SOC182S221

L-T-P-C: 0-0-3-3

Credit Units: 3

Level of Course: 200

Course Objective: *To introduce the students with the basic skills of research and its application in the real world.*

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

CO1	<i>Relate</i> with the process of identifying social problems	BT-1
CO2	<i>Interpret</i> the data from the field through sociological imagination	BT-2
CO3	<i>Experiment</i> with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	BT-3
CO4	<i>Analyze</i> the data in the form of conclusive arguments	BT-4

Modules	Course Contents	Periods
I	Relationship between theory and research: Importance of theory in research	15
II	Meaning, processes and steps of social research and basic research ethics	15
III	Interpretation of data: Basic techniques	15
IV	Alternative forms of summarizing and presenting data-Content analysis and literature review	15
TOTAL		60

Text Books:

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

References:

4. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.

5. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2nd revised edition). New Delhi: New Age International (P) Limited Publishers.
6. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.

Additional Readings:

2. 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.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 hours	

3rd Semester

Subject Name: Sociological Thinkers - II

Subject Code: S0C182M301

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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

Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Structural Functionalism: AR Radcliffe Brown, 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. Talcott Parsons- The structure of Social Action, Voluntaristic Unit Act Theory: action-situation frame of reference, the relationship between the Social System, the Cultural system, the Personality	15
II	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.	15

III	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'.	15
IV	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.	15
Total		60

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. Radcliffe Brown, AR.1952. Structure and Function in primitive Society, Essays and Addresses. Free Press.

Additional Readings:

1. Ritzer, G. 2011 (Fifth Edition). 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.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.

- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

<p>Subject Name: Sociology of Kinship</p> <p>Subject Code: SOC182M302</p> <p>L-T-P-C 3-1-0-4</p> <p>Credit Units:4</p> <p>Level of Course:200</p> <p>Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)</p>

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	<i>List</i> varied social patterns of kinship ties	BT1
2	CO2	<i>Compare</i> modern and traditional institutions of kinship.	BT2
3	CO3	<i>Develop</i> 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	<i>Discover</i> 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
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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.	15
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).	15
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).	15
IV	Re-casting Kinship: Relatedness (Malays of Pulau Langkawi). Kinship and Gender: Rajasthani women’s songs (<i>Kesya</i> and <i>Gali</i>), Gender performance. Re-imagining families (reproductive technology, surrogacy, lesbians, gays).	15
Total		60

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 Spottis woode, Chapters 1 & 2.
3. Radcliffe-Brown, A. R. and D. Forde (eds.). (1950). *African Systems of Kinship and Marriage*(pp.1-39); London: Oxford University Press, Introduction.

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. 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
3. 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.
4. Freeman, J. D. (1958). *The Family Systems of the Iban of Borneo* (pp. 15-52); in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press
5. Gold, Ann Grodzins. (1994). *Sexuality, Fertility, and Erotic Imagination in Rajasthani Women’s Songs* (pp. 30-72);in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India*

by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP

6. Kahn, Susan Martha. (2004). *Eggs and Wombs: The Origins of Jewishness* (pp. 362-77); in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell.
7. Leach, E.R. (1961). *Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law* (pp. 105-113); *Rethinking Anthropology*, London: The Athlone Press.
8. 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.
9. Uberoi, Patricia. (1997). *Family, Kinship and Marriage in India*. OUP Reader.
10. Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship* (pp. 103-136); New York: Columbia University Press.

Journals:

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.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Minor Course

Course: Gender Studies

Code: SOC182N301
LTPC: 3-1-0-4
Credit Units: 4
Level of Course-200
Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)

Course Objectives: To introduce basic concepts relating to gender and to provide logical understanding of gender roles.

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

SN	CO		BT
1	CO1	<i>Define</i> necessary and basic concepts of gender and sexuality	BT 1
2	CO2	<i>Illustrate</i> the different types of feminism and feminist theories	BT 2
3	CO3	<i>Apply</i> Feminist movement and apply it to global debates of gender discrimination	BT3
4	CO4	<i>Analyze</i> and take part in understanding of Gender inequality & Empowerment- Gender Disparities	BT4

Detailed Syllabus

Unit	Contents	Periods
1	Introduction to Gender Studies: Gender & Sex Basic concepts, Differences, Gender Role, Gender Socialization, Sexuality-basic concept, debates	15
2	Feminism-Types & Theories: Marxist Feminism, Radical Feminism, Socialist Feminism, Eco-feminism; phases/waves in Feminism, New Feminist Debates-Post Colonial/Post Modern, LGBTQ	15
	Feminist Movements – Global debates, Women’s Movements in India-Women in Social Reform Movements, Telengana, Anti-Arrack, Chipko, Me too, Emergence of Women’s Studies in India, Women’s M	15
4	Gender inequality & Empowerment- Gender Disparities in Education, Labour, Political Representation, Gender & Violence, Gender Mainstreaming, Gender Budgeting	15
Total		60

Text Book:

- Wharton Amy S (2004) *The Sociology of Gender: An Introduction to Theory and Research*. Blackwell Publishing
- Cornell R W (1995) *Gender*. Cambridge, Polity Press

Reference Books:

- Kumar Radha (1993) *History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan
- Gatens M (1991) *A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge*. London: Routledge
- Holmes M (2007) *What is Gender*. New Delhi: Sage Publications.
- Jackson S and Scott S (2002) *Gender: A Sociological Reader*. New York: Routledge

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

4th SEMESTER

Subject Name: Indian Sociological Thinkers

Subject Code: SOC182M401

L-T-P-C: 3-1-0-4

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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:

CO1	<i>Define</i> knowledge about the multiple sociological perspectives in the context of the Indian society.	BT-1
CO2	<i>Illustrate</i> how these perspectives may be complementary or conflictual.	BT-2
CO3	<i>Applying</i> the understanding produced after getting to know the prominent Indian sociologists and their contribution in Indian sociology	BT-3
CO4	<i>Analyze</i> and take part in conceptual understanding of the debates that are still relevant in contemporary India surrounding the perspectives in understanding Indian society	BT-4

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.	15
II	Structural Functionalism – Conceptual understanding of the Structural Functional approach. M. N. Srinivas- Book View & Field View, Social 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.	15
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.	15

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.	15
Total		60

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.
4. Buhler, G. (2016) *The Laws of Manu or Manusmriti*, The University of Virginia: Clarendon Press.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study

- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Subject Name: Social Stratification

Subject Code: SOC182M402

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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:

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

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.	15
II	Beteille's understanding of stratification: Caste, Class and Power, Race, Racism and stratification, Caste and Gender stratification.	15
III	Theories of Social Stratification: Functionalist and Marxist perspective: Debates between Davis & Moore and Tumin.	15
IV	Theories of Social Stratification: Marxist and Weberian perspective: Power and class, economy and stratification.	15
Total		60

Text Books:

1. Giddens, Anthony et al. (2016). *Introduction to Sociology* 10th 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. Davis, Kingsley, and Wilbert E. Moore. (1945). *Some Principles of Stratification*; American Sociological Review 10.2. 242-249.
3. Haralambos, M and Heald, R.M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press, New Delhi.
4. Scott, J. (1994). *Dictionary of Sociology*. Oxford University Press, Oxford.
5. Ambedkar, B. R. (2013). *Annihilation of Caste*. Samyak Prakashan: New Delhi
6. Dumont, L. (1991). Hierarchy, status and power: The caste system and its implications. In Gupta, D., editor, *Social Stratification*. Oxford University Press, New Delhi.
7. Shah, Ghanashyam. (2004). *Social Movements in India*. Sage India.
8. Bose, N.K. (1994). *Structure of Hindu Society*. Orient Blackswan.
9. 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.
5. Movie Scening: India Untouched directed by Stalin K (2007) and Caste on the Menu Card by Atul Anand, Reetika Revathy Subramanian, Ananyaa Gaur, Vaseem Chaudhary (2015).

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

Subject Name: Environmental Sociology

Subject Code: SOC182M403

L-T-P-C 3-1-0-4

Credit Units:4

Level of Course:200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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	<i>Define</i> the complex relationships between people, nature, and the natural environment.	BT1
2	CO2	<i>Illustrate</i> on what sociological thinking can contribute to understandings of environmental events, issues.	BT2
3	CO3	<i>Apply</i> sociological theories and concepts to explain environmental issues.	BT3
4	CO4	<i>Analyze</i> 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 Environment. Sociology and Environment. Human society and Environment interaction. Environmental Ethics. Realist vs Constructionist debate. Nature-Culture debate. Nature-Nurture debate.	15
II	Approaches: Ecological Modernization Theory. Risk society. Ecofeminism and Feminist Environmentalism.	15

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.	15
IV	India's green movements. Ecological Conflicts. Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada. New Social Movements.	15
Total		60

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. Baviskar, Amita. (1995). *In the belly of the river*. Oxford University Press.
2. Mertig, A.G. and Dunlap, R.E. (2001). *Environmentalism, New Social Movements, and the New Class: A Cross-National Investigation*. Rural Sociological Society.
3. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
4. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
5. Omvedt, Gail. (2015). *India's green movements*. Sage Publications.
6. Harris, J.M. (2000). *Basic Principles of Sustainable Development*. Global Development and Environment Institute.
7. Nayar. K.R. (1994). Politics of 'Sustainable Development.' *Economic and Political weekly*.
8. Gadgil, M. and R. Guha. (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University Press.
9. Gadgil, M. and R. Guha. (1994). *Ecological Conflicts and the Environmental Movement in India*. Blackwell Publishers.
10. Guha, Ramachandra. (2013). *The Unquiet Woods*. Orient Blackswan Private Limited- New Delhi.
11. 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.
12. Pattnaik, U. (1996). Export Oriented Agriculture and Food Security in Developing Countries and India. *EPW*, 31, 35, 36, 37.

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.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none">• Group Discussion- 4 Hours• Home Assignment – 10 Hours• Project/Field study – 4 Hours• Seminar presentation – 4 Hours• Viva-voce – 4 Hours• Class test – 4 Hours

Subject Name: Population Studies

Subject Code: SOC182N401

L-T-P-C: 3-1-0-4

Credit Units: 4

Level of Course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)

Course Objective: *This paper aims at exploring the entrenched relationship between demography and society*

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

CO1	<i>Define</i> basic concepts of demographic components and its relevance	BT-1
CO2	<i>Illustrate</i> the intricate relationship of demography and sociology	BT-2
CO3	<i>Applying</i> the understanding of population theories and its contribution in building of population policies	BT-3
CO4	<i>Analyze</i> various complex issues relating to population and its critical assessment	BT-4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Demography and society: Concepts and the relationship, Interface between Sociology and Demography, Demographic Components: Fertility, Mortality and Migration, Population Structure and Size.	15
II	Population Theories: Pre-Malthusian Approach (Populationist views), Malthusian Theory of Population and its Critique, Neo- Malthusian Approach to Population, Socialist and Marxist Approach to Population and criticisms.	15
III	Population Theories: Demographic Transition Theory, Optimum Theory of Population, Naturalist/ Biological Approach to Population, Application of Sociological Approach to Population.	15
IV	Introduction to population studies in India, Population Policies: Sociology of population Policy in India, Programs and Initiatives and their critique, National Population Policy	15

Total	60
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Text Books:

1. Haq, E. *Sociology of Population in India*. USA-: MacMillan, 2007.
2. Premi, M.K. *An Introduction to Social Demography*. Delhi: Vikas Publishing House, 1983.

Reference Books:

1. Amonker, R. G. “Demography: A Case Study of India” in *International Review of Modern Sociology*. 4 (2)194-214, 1974.
2. Bongaarts, J. “Human Population Growth and the Demographic Transition” in *Philosophical Transactions: Biological Science*. 364, 1532.
3. Bose, A. “Demographic transition and demographic imbalance in India” in *Health Transition Review*. Supplement.
4. Bose, A. *India’s Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.
5. Foucault, M. “Right of Death and Power over Life” in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault’s thought*. London: Penguin, 1984.
6. Pande, R.P, and N.M. Astone. “Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors” in *Population Research and Policy Review*. 26(1) 1-29, 2007.
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8. Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.
9. Singh, B.P. “North-East India: Demography, Culture and Identity Crisis” in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.
10. William, L. and P. Rangazas. “Fertility and Development: The Roles of Schooling and Family Production” in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

Note:

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours • Seminar presentation – 4 Hours • Viva-voce – 4 Hours • Class test – 4 Hours

<p>Subject Name: Introduction to Sociology of Health & Medicine</p> <p>Subject Code: SOC182N402</p> <p>L-T-P-C: 3-1-0-4</p> <p>Credit Units: 4</p> <p>Level of Course: 200</p> <p>Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)</p>
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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:

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

Detailed Syllabus:

Modules	Topics/ Course Contents	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	15

II	Theoretical Perspectives on Sociology of Health: Functionalist, Conflict, Interactionist, Post-Modern, Feminist; Social Epidemiology	15
III	State, Health Care & Medicine; 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	15
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	15
Total Credit	60	

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. David, Arnold (1994). *Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India*. New Delhi: Oxford University Press
5. Douglas, Mary. (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge
6. Elston, M.A. (ed.) (1997) *The Sociology of Medical Science and Technology*. Oxford: Blackwell.

7. Foucault, Michael. (1989). *The Birth of the Clinic: An Archeology of Medical Perception* Paris: Routledge
8. Green, J. and Thorogood, N. (1998) *Analysing Health Policy: A Sociological Approach*. London: Longman.
9. James, V. and Gabe, J. (eds) (1996) *Health and the Sociology of Emotions*. Oxford: Blackwell.
10. Kevin, White. (2009). *An Introduction to the Sociology of Health and Illness*. New Delhi: Sage Publications.
11. Nagle, Madhu. (1988). *Medical Sociology*. Jaipur: Printwell Publishers
12. Nettleton, S. and Watson, J. (1998) *The Body in Everyday Life*. London: Routledge. Parsons, T. (1951) *The Social System*. New York: Free Press.
13. Turner Bryan , (1987). *Medical Power and Social Knowledge*, London; Sage
14. 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. Gopichandran 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.

Department of AYUSH, Ministry of Health & Family Welfare. Mainstreaming of AYUSH under National Rural Health Mission – Operational Guidelines 2011.

Available from: <http://indianmedicine.nic.in/writereaddata/mainlinkFile/File614.pdf>

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours • Group Discussion- 4 Hours

		<ul style="list-style-type: none">• Home Assignment – 10 Hours• Project/Field study – 4 Hours• Seminar presentation – 4 Hours• Viva-voce – 4 Hours• Class test – 4 Hours
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MINOR COURSE

Subject Name: Introduction to Environmental Sociology

Subject Code: SOC182N201

L-T-P-C: 2-1-0-3

Credit Units: 3

Level of Course: 200

Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)

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

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

CO1	<i>Define</i> the relation between natural and the social world	BT-1
CO2	<i>Illustrate</i> social inequality and systems of power as they relate to environmental issues	BT-2
CO3	<i>Apply</i> sociological theories and concepts to explain environmental phenomenon	BT-3
CO4	<i>Analyze</i> current theoretical and empirical debate on environmental movements and sustainable resource management practices	BT-4

Detailed Syllabus

Modules	Course Contents	Periods
I	Envisioning Environmental Sociology (Nature-Culture Debate).	15
II	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	15
III	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	15
IV	Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada	15

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.

Notional Hours of the paper will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	30 Hours <ul style="list-style-type: none"> • Group Discussion- 4 Hours • Home Assignment – 10 Hours • Project/Field study – 4 Hours

		<ul style="list-style-type: none">• Seminar presentation – 4 Hours• Viva-voce – 4 Hours• Class test – 4 Hours
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