

**CURRICULUM FRAMEWORK FOR  
POST-GRADUATE PROGRAMME IN SOCIOLOGY  
AS PER  
NATIONAL EDUCATION POLICY (NEP) - 2020**

**P.G. DIPLOMA in Sociology  
(Programme Code : SOC-1101)**

**ONE YEAR M.A. in Sociology with Research  
(Programme Code: SOC-2101)**

**TWO YEAR M.A. in Sociology with RESEARCH  
(Programme Code : SOC-2101)**

**TWO YEAR M.A. in Sociology with COURSE WORK and RESEARCH  
(Programme Code : SOC-3101)**

**TWO YEAR M.A. in Sociology with COURSE WORK  
(Programme Code : SOC-4101)**

**WITH THE EFFECT FROM THE  
ACADEMIC YEAR: 2024-25**



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY  
DEPARTMENT OF SOCIOLOGY  
RONO HILLS, DOIMUKH-791112  
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## 1.0 The Preamble

The Department of Sociology, Rajiv Gandhi University (A Central University) was established in 2011. The department started with Masters Programme (MA Sociology) and subsequently, MPhil and PhD programmes were introduced in 2014 and 2015 respectively. The Post Graduate Programme in Sociology at the Department of Sociology, Rajiv Gandhi University (RGU), Rono Hills is designed for students to grow as competent, self-reflective learners with relevant academic and professional skills who can contribute to the growing discipline of sociology along with the necessary research skills. The department is devoted toward crafting competent and socially sensitive intellectual capital through rigorous classroom training and research activities. While emphasizing concepts and theories central to the discipline, the department's teaching and research activities have been oriented toward contemporary questions that have both basic and applied dimensions. The endeavor is to stress on inter-disciplinary exchange with other schools of disciplines.

The broader objective of the various programmes of the department is to develop a cadre of professionals with scientific and social skills to effectively manage society. The department aims to let the learners imbibe learning of Sociology as a major discipline and to develop research and promotion in the field of Social Science. The department provides a brilliant scope for students and research scholars to become self-reliant to be able to survive in society. Students are inculcated with resilience in their field of interest and further, the special teaching, learning and extension activities equip them to become employable members in the society.

The PGP-SOC at RGU includes mandatory/major courses, elective courses and tutorials. Its curriculum is meticulously crafted to address the demands and challenges of our diverse society. The program has a student-centered approach, focusing on individual students and trying to improve their knowledge, skills, and employability. Additionally, students will also be trained in research methodology and research ethics. It aims at letting the learners experience the North East India and Arunachal Pradesh in a more inclusive and extensive understanding. The Department has a long-standing tradition of initiating field-based research in the form of field study tours and extension activities including publications, and the new Syllabus continues this legacy, aiming to maintain the high standards and visionary research envisioned under NEP 2020.

The PGP-SOC at RGU, as per National Education Policy-2020 (NEP-2020) currently consists of the 2-year programme, with the second year primarily dedicated to research, for any graduates of 3-year Bachelor's programs. Alternatively, for those completing the 4-year Bachelor's any programme with Honours/Honours with Research would be considered for a 1-year Master's programme.

### Credit Requirements and Eligibility for the Master's Programme

Sr. No.	Programme Name/Qualifications	Level	Credits	Credit Points
1	PG Diploma	6	40	240
2	1-Year PG after a 4-year UG	6.5	40	260
3	2-Year PG after a 3-year UG	6.5	40 + 40	260
4	2-Year PG after a 4-year UG such as B.E., B. Tech. etc.	7	40 + 40	280

### 1.1 Graduate Attributes of PG Programmes

Qualifications that signify completion of the postgraduate degree will be awarded to students who:

- i) Would demonstrate knowledge and understanding that is based upon the opportunity for originality in developing and/or applying ideas, often within a research context;
- ii) Can apply their knowledge understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- iii) Have the ability to integrate knowledge, handle complexity, and formulate judgments with incomplete or limited information, but that includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- iv) Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;
- v) Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

### 1.2 Curricular Components at Entry Level for a Post Graduate Programme

**1 Year Master of Arts in Sociology:** Students entering a 1-year Master of Arts in Sociology after a 4-year UG programme can choose to do (i) only coursework or (ii) research or (iii) coursework and research.

**2 Year Master of Arts in Sociology:** Students entering a 2-year Master of Arts in Sociology after a 3-year UG programme can choose to do (i) only coursework in the third and fourth semester or (ii) coursework in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester.

The programme is intended to sharpen the students' analytical abilities to optimally solve problems, the curriculum, in general, comprises advanced skills and real-world experience and less of a research component.

### 1.3 Credit Distribution

#### a) For 1-year Master of Arts in Sociology

Department of Sociology shall follow the Coursework + Research Model for a 1-year Master of Arts in Sociology.

Curricular Components	One -Year Master of Arts in Sociology Programme Minimum Credits			
	Course Level	Coursework	Research thesis/project/Patent	Total Credits
Coursework + Research	500	20	20	40

**b) 2 Year Master of Arts in Sociology**

Curricular Components		Two-Year Master of Arts in Sociology Programme Minimum Credits			
		Course Level	Coursework	Research Thesis/Project/Patent	Total Credits
1 <sup>st</sup> Year (1 <sup>st</sup> & 2 <sup>nd</sup> Semester)		400 500	20 20	--	40
Students who exit at the end of 1 <sup>st</sup> year shall be awarded a Postgraduate Diploma in Sociology					
2 <sup>nd</sup> Year (3 <sup>rd</sup> & 4 <sup>th</sup> Semester)	Course Work and Research	500	20	20	40

**1.4 Exit Point**

- 1.4.1 In the case of M.A. in Sociology (1 Year) programme, there shall be no exit point. All enrolled students have to complete their post-graduation within 1-year duration/two semesters.
- 1.4.2 In the case of M.A in Sociology (2 Year) programme, there shall only be one exit point for those who join two-year PG programme. However, students who exit at the end of 1st year shall be awarded a Postgraduate Diploma in Sociology and they shall have to complete their PG within duration of 4 years.

**Course Levels**

**400-499:** Advanced courses which would include lecture courses with practicum, seminar- based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

**500-599:** For students who have graduated with a 4-year bachelor's degree. It provides an opportunity for original study or investigation in the major or field of specialization, on an individual and more autonomous basis at the postgraduate level

**1.5 Flexibility**

- Flexibility is a defining characteristic of NEP 2020. Pursuing an M.A. in Sociology presents significant flexibility, including the option to enroll in online programs, simultaneously pursue two postgraduate programs, and receive credit for work experience. Furthermore, fully online postgraduate programs enable students to engage in the program while managing their current responsibilities. This facilitates the attainment of a postgraduate degree while concurrently being employed, thereby increasing accessibility for individuals.

- Another opportunity for students is the facility to pursue two academic programmes simultaneously  
1) in two full-time academic programmes in the physical mode provided that there is no overlapping of class timings between the two programmes. 2) A student can pursue two academic programmes, one in full-time physical mode and another in Open and Distance Learning (ODL)/Online mode; or up to two ODL/Online programmes simultaneously. Degree or diploma programmes under ODL/Online mode shall be pursued with only such HEIs which are recognized by UGC/Statutory Council/Govt. of India for running such programmes.
- Creditization of relevant work experience is another initiative to make education more holistic. The UGC-NCrF enables the assignment of credits for the experience attained by a person after undergoing a particular educational programme. In case a learner through employment gains experience relevant to the PG programme he/she wants to pursue; the work experience can be credited after assessment. Accordingly, the duration can be adjusted by the RGU. The maximum weightage provided for under this dimension is two (2) i.e. a candidate/ trained person can at best earn credits equal to the credits acquired for the base qualification/ skill, provided he has more than a certain number of years of work experience. The redemption of credits so earned, however, shall be based on the principle of assessment bands given in the National Curriculum Framework (NCrF).
- The credit points may be redeemed as per Academic Bank of Credit (ABC) guidelines for entry or admission in higher education at multiple levels enabling horizontal and vertical mobility with various lateral entry options
- The principle of calculating credits acquired by a candidate by virtue of relevant experiential learning including relevant experience and professional levels acquired and attaining proficiency levels (post-completion of an academic grade/ skill-based program) gained by the learner/student in the industry are given in Table 1.5.1 below.

### 1.5.1 Credit Assignment for Relevant Experience / Proficiency

Experience cum Proficiency Levels	Description of the relevant Experiential learning including relevant experience and professional levels acquired and attaining proficiency levels	Weightage/ multiplication Factor	No. of years of experience (Only indicative)
<b>Trained/ Qualification Attained</b>	Someone who has completed the coursework/ education/ training and has been taught the skills and knowledge needed for a particular job or activity.	1	Less than or equal to 1 year
<b>Proficient</b>	Proficient would mean having the level of advancement in a particular profession, skillset, or knowledge.	1.33	More than 1 less than or equal to 4
<b>Expert</b>	Expert means having high level of knowledge and experience in a trade or profession.	1.67	More than 4 less than or equal to 7
<b>Master</b>	Master is someone having exceptional skill or knowledge of a subject/domain.	2	More than 7

### 1.6 Assessment Strategy

The NEP-2020 emphasizes upon formative and continuous assessment rather than summative assessment. Therefore, the scheme of assessment will have components of these two types of assessments. Assessment have to have correlations with the learning outcomes that are to be achieved by a student after completion of the course. Therefore, the mode and system of assessments have to be guided by the learning outcomes.

1.6.1 **Course Evaluation/Assessment:** The evaluation system in the form of marks distribution for each course in Post Graduate Programme in Sociology is depicted in the credit system.

### 1.7 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study. The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

### 1.7.1 Computation of SGPA and CGPA

UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits in all the courses undergone by a student, i.e.

$$\text{SGPA (Si)} = \sum(C_i \times G_i) / \sum C_i$$

-where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.

An example for Computation of SGPA is given below

Semester	Course	Credit	Letter Grade	Grade Point	(Credit x Grade)
1	Course 1	3	A	8	3 x 8 = 24
1	Course 1	4	B +	7	4 x 7 = 28
1	Course 1	3	B	6	3 x 6 = 18
1	Course 1	3	O	10	3 x 10 = 30
1	Course 1	3	C	5	3 x 5 = 15
1	Course 1	4	B	6	4 x 6 = 24
		<b>20</b>			<b>139</b>
<b>SGPA</b>					<b>139/20=6.95</b>

- ii. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

-where  $S_i$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit 20	Credit 20	Credit 20	Credit 20
SGPA 6.9	SGPA 7.8	SGPA 5.6	SGPA 6.0
<b>CGPA = (20 x 6.9 + 20 x 7.8 + 20 x 5.6 + 20 x 6.0)/80 = 6.6</b>			



The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

## **2.0 Nomenclature Used in the Syllabus as per NEP-2020**

- **Programme Educational Objective (PEO)**

PEOs are broad statements that describe the career and professional accomplishments that graduates of a programme are expected to achieve within a few years of graduation.

- **Programme Outcome (PO)**

POs are specific statements that describe what students are expected to know and be able to do by the time they complete a programme.

- **Programme Specific Outcome (PSO)**

PSOs are similar to POs but are more specific to a particular specialization or focus area within a programme.

- **Course Outcome (CO)**

COs are statements that describe the specific learning objectives of individual courses within a programme.

### **2.1 PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

The Post Graduate programme in Sociology aims to fulfil the following goals and educational objectives:

**PEO 1:** To provide learning scopes by orienting the students towards the scientific study of human society and social behaviour.

**PEO 2:** To develop knowledge of basic sociological concepts and methods, and developing the ability to appreciate the challenges in field settings.

**PEO 3:** To inculcate a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

**PEO 4:** To help shape the abilities of students to build responsible professionals and researchers.

### **2.2 PROGRAMME OUTCOMES (POs)**

**PO1: Basic Foundational Knowledge**

The post graduates will be capable of demonstrating competence in distilling and employing the core ideas of the Social Sciences Languages in multi and interdisciplinary contexts.

**PO2: Critical Thinking and Problem Solving**

The post graduates will develop the ability to employ the tools of critical thinking and methods of enquiry in identifying, formulating, analyzing, and evaluating complex social problems and issues for arriving at effective solutions from the first principles.

**PO3: Research Orientation and Application**

The post graduates would augment the capability to demonstrate understanding in the acquisition of primary sources of knowledge and utilize research tools to investigate, analyse, interpret data and synthesize information to arrive at sound conclusions and enhance the capacity to use practical knowledge of appropriate tools and techniques, including the use of latest technology, to address issues and solve problems.

**PO4: Indigenous Context and Idea of Good Citizenship**

The post graduate students would be capable of taking a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, cultural aspects among others by enhancing the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

**PO5: Complex Problem Solving**

The post graduates should be able to demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

**PO6: Creativity and Diligence**

The post graduates should be able to demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; think 'out of the box' and generate solutions to complex problems in unfamiliar contexts; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

**PO7: Language and Communication Skills**

The post graduates should be able to demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, confidently share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.

**PO8: Analytical Reasoning and Thinking**

The post graduates should be able to demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

**PO9: Research Aptitude and Statistical Analysis Skills**

The post graduates should be able to demonstrate a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.

**PO10: Leadership Qualities**

The post graduates should be able to demonstrate the capability for mapping out the tasks of a team or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the

vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

### 2.3 PROGRAMME SPECIFIC OUTCOMES (PSOs)

The learning outcomes that a student should be able to demonstrate on completion of the post graduate degree programme may involve academic, behavioural and social competencies as described below:

**PSO1**-To inculcate the basic theoretical understanding of Sociology within students and familiarize them with its application to society, along with sensitising them with the current problems that human beings are facing nationally and globally.

**PSO2**-To equip the students with the epistemological understanding of Sociology as a science, and social science discipline, develop scientific attitude and rigour, inculcate strong methodological knowledge and build interpersonal competence.

**PSO3**-To enhance awareness and commitment to social services through the application of disciplinary knowledge in various contexts, and train the students with necessary professional skills to cater for the needs of different sections of society.

**PSO4**-To encourage the students to be committed to global trends of the discipline along with a strong insight into indigenous and cultural knowledge systems.

### 2.4 Structure of the PG Diploma/One/Two Year Post-Graduate Programme in Sociology

\*1 credit for lecture = 15 hours in a semester

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

\*\*\*1 credit for practicum = 30 hours in a semester

**Course Structure for One Year PG Diploma in Sociology (Programme Code: SOC-1101)**  
**One Year MA in Sociology with Research/**  
**Two Years M.A. in Sociology with Research**  
**(Programme Code: SOC-2101)**

NCrf Credit Level	Semester Name	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credit	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem-I	SOC-101-CC-5110- Classical Sociological Thinkers	400	4	20	20	80	100	3:1:0	60
		SOC-101-CC-5120- Environmental Sociology	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5130- Sociology of Education	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5140- Social Demography	400	4		20	80	100	3:1:0	60
		SOC-101-RC-5110- Methodology of Social Research	500	4		20	80	100	3:1:0	60
	Sem-II	SOC-101-CC-5210- Political Sociology	400	4	20	20	80	100	3:1:0	60
		SOC-101-DE-52010- Urban Sociology (Elective 1)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52020- Gender and Society (Elective 2)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52030- Sociology of Marginalized Communities (Elective 3)	500	4		20	80	100	3:1:0	60
		SOC-101-RC-5210- Research and Publication Ethics / MOOC's Equivalent	400	4		20	80	100	3:1:0	60
					40					

**SYLLABUS OF PGP-SOC-23-24**

	Exit option with Post-Graduate Diploma in Sociology on completion of courses equal to a minimum of 40 credits or Entry to One Year M.A in Sociology with Research									
6.5	Sem-III	SOC-2101-RP-6110- Research Project	500	40	40	40	160	200	0:0:20	600
	Sem-IV									
					80					
	M.A. in Sociology with Research on completion of courses equal to a minimum of 80 credits									

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# SEMESTER – I

**SEMESTER I****SOC-101-CC-5110: CLASSICAL SOCIOLOGICAL THINKERS**

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

**Learning Objectives**

LO1: This course intends to familiarize students about classical sociological thinkers and instill in them the major contributions and also tries to highlight the contemporary relevance.

LO2: Enhance analytical skills through the examination of complex sociological arguments and theoretical frameworks.

**Course Outcomes**

CO1: Gain proficiency in comprehending the original writings of sociological theorists.

CO2: Exercise critical analysis skills to evaluate the theoretical perspectives by various classical scholars.

CO3: Engage in reflective and critical examination of sociological theories.

CO4: Apply sociological theories effectively to interpret and understand social phenomena within real-world contexts.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Karl Marx</b> 1. Dialectal Materialism; 2. Alienation and Capitalism; 3. Capitalism and Freedom; 4. Commodity Production.	15	1, 2, 3, 4
2	<b>Emile Durkheim</b> 1. Sociology as Science; 2. Division of Labour; 3. Suicide; 4. Theory of Religion.	15	1, 2, 3, 4
3	<b>Max Weber</b> 1. Social Action; 2. Economy and Society; 3. Theory of Authority; 4. Verstehen.	15	1, 2, 3, 4
4	<b>George Simmel</b> 1. The Dyad and the Triad: forms of Social Interaction; 2. Conflict Perspective; 3. Social differentiation and hierarchy; 4. Social networks and social capital.	15	1, 2, 3, 4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	2	-	-	1	-	-	-	3	1	-	1
CO2	3	1	3	3	1	2	2	2	-	-	1	3	1	1
CO3	2	1	2	3	1	2	3	2	-	1	1	2	1	1
CO4	1	2	3	2	1	2	3	2	-	1	1	3	1	1
Average	2.25	1.25	2.5	2.25	0.75	1.5	2.25	1.5	-	0.5	1.5	2.25	0.75	1

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

**Suggested Readings:**

1. Aron, Raymond. (1998). *Main Currents in Sociological Thought, Vol. I. &2*. New York: Routledge.
2. Bottomore, Tom (Ed). (2016). *A Dictionary of Marxist Thought*. New Delhi: Wiley India.
3. Bottomore, Tom. (1985). *Theories of Modern Capitalism*. New York: Routledge.
4. Durkheim, Emile. (2002). *Suicide: A Study in Sociology*. New York: Routledge.
5. Durkheim, Emile. (2013). *The Rules of Sociological Method*. New York: Free Press.
6. Durkheim, Emile. (2014). *Division of Labour in Society*. New York: Free Press.
7. Gerth, H.H., & Mills, C.W. (1946). *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press.
8. Giddens, A. (1994). *Capitalism and Modern Social Theory*. New Delhi: Cambridge University Press.
9. Giddens, Anthony. (1994). *Capitalism and Modern Social Theory*. Cambridge: Cambridge University Press.
10. Marx, K., & Engels, F. (1976). *The Manifesto of the Communist Party*. In Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
11. Marx, Karl. (1864). *Pre-Capitalist Economic Formation*. London: Lawrence and Wishart.
12. Marx, Karl. (1867). *Capital Vol 1*. London: Penguin Books.
13. Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
14. Weber, Max. (1978). *Economy and Society*. California: University of California Press.
15. Weber, Max. (2005). *The Protestant Ethic and the Spirit of Capitalism*. New York: Routledge Kegan & Paul



**SEMESTER I****SOC-101-CC-5120: ENVIRONMENTAL SOCIOLOGY**

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

**Learning Objectives**

LO1: The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface.

LO2: It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary.

LO3: The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action.

**Course Outcomes**

CO1: Gain knowledge of sociological theories to analyze the environment-society relationship.

CO2: . Develop social skills for understanding and addressing environmental concerns and human suffering.

CO3: Critically assess debates on environment and development, focusing on justice, policy, and action.

Co4: Apply environmental sociology perspectives to analyze and propose solutions to contemporary environmental challenges.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Classical Sociological tradition</b> 1. Karl Marx, Emile Durkhiem and Max Weber on environmental concerns; 2. Environmental Sociology: The rise, decline and resurgence of environmental sociology; 3. 21st century paradigm; Synthesis of societal and environmental dialect.	15	1, 2
2	<b>Emerging Theoretical Parameters in Environmental Sociology</b> 1. Dunlap and Catton; 2. Ramachandra Guha; 3. Anthony Giddens; 4. Patrick Giddes.	15	3
3	<b>Environmental Issues and Global Implementation Efforts</b> 1. Demography and population; 2. WASH, Housing and Urbanisation; 3. Migration;	15	3

4	<b>Environmental Issues and Sustainability</b> 1. Development Projects; 2. Displacement and Relocation; 3. Environmental Movements and Sustainability.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	2	2	1	1	2	2	1	1	3
CO2	1	1	3	1	3	3	2	1	1	2	3	3	3	2
CO3	2	-	1	2	3	3	2	2	1	1	3	2	3	2
CO4	2	2	2	3	2	2	2	2	1	1	2	3	3	3
Average	2	2	2	1.75	2.25	2.5	2	1.5	1	1.5	2	2.25	2.5	2.5

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

#### Suggested Readings:

1. Arnold, D., & Guha, R. G. (1955). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Gadgil, M., & Guha, R. (1996). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: OUP.
3. Giddens, A. (1996). *Global Problems and Ecological Crisis in Introduction to Sociology*, 2nd Edition. New York: W.W. Norton and Co.
4. Munshi, I. (2000). "Environment" in *Sociological Theory. Sociological Bulletin*, 49(2).
5. Redclift, M. (1984). *Development and the Environmental Crisis*. New York: Meheun Co. Ltd.
6. Riordan, O. L. T. (1981). *Environmentalism*.
7. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
8. Sharma, S. L. (1994). *Perspective on Sustainable Development in South Asia* in Samad (Ed.), *Perspectives on Sustainable Development in Asia*. Kuala Lumpur: ADIPA.
9. South Commission. (1989). *The Need to Re-orient Development Strategies and Development the Environment*. Delhi: Oxford University Press.
10. The state of India's Environment. (1985). *The Second Citizens Report*. New Delhi: Center for Science and Environment.
11. UNDP. *Sustainable Development*. New York: OUP.
12. World Commission on Environment and Development. (1987). *Our Common Future: Brutland Report*. New Delhi: Oxford University Press

**SEMESTER I**  
**SOC-101-CC-5130: SOCIOLOGY OF EDUCATION**

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

**Learning Objectives**

LO1: The course acquaints the students with major concepts, theoretical approaches and development of sociology of education.

LO2: It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

**Course Outcomes**

CO1: Gain an understanding of the nature, characteristics, and scope of the Sociology of Education.

CO2: Identify diverse theoretical perspectives, concepts, and approaches within the Sociology of education.

CO3: Explore the relationship between education and society.

CO4: Reflect on the social dimensions of education and its dialectical relationship with the production and reproduction of various social structures, categories, and identities.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Sociology of Education: An Introduction</b> <ol style="list-style-type: none"> <li>1. Meaning, Definition, Nature, and Scope of Sociology of Education;</li> <li>2. School as a system: Schooling as process;</li> <li>3. Teacher as changes agent;</li> <li>4. Formal, Informal and Non-formal Education.</li> </ol>	15	1, 2
2	<b>Sociology of Education: Theoretical Perspectives</b> <ol style="list-style-type: none"> <li>1. Functionalist: Emile Durkheim and Talcott Parsons;</li> <li>2. Marxian approach.</li> </ol>	15	3
3	<b>Development of Educational System in India</b> <ol style="list-style-type: none"> <li>1. The growth of education in India- From tradition to modern period;</li> <li>2. Basic education by Gandhi;</li> <li>3. Higher Education, Adult Education;</li> <li>4. Universalisation and Equality in Education.</li> </ol>	15	3

4	<b>Educational Policies in India: Critical Perspectives</b> <ol style="list-style-type: none"> <li>1. Colonial India: Hunter Commission; Woods Commission and Macauley;</li> <li>2. Post Colonial India: 1948 onwards including Knowledge Commission;</li> <li>3. Obstacles for development of education in India.</li> </ol>	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	-	2	1	1	3	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	-	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.25	1.75	1	1.25	2.25	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

#### Suggested Readings:

1. Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press.
2. Ahmad, K. (1984). *Social Context of Women's Education 1921-81*. In *New Frontiers in Higher Education*, No. 3, 1-35.
3. Banks, J. A., & Lynch, J. (Eds.). (1986). *Multicultural Education in Western Societies*. London: Holt Saunders.
4. Banks, O. (1971). *Sociology of Education* (2nd Ed.). London: Batsford.
5. Blackledge, D., & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Crom Helm.
6. Brint, S. (1998). *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Chanana, K. (1979). 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27(14), 157-164.
8. Chanana, K. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
9. Chitnis, S., & Altbach, P. G. (1993). *Higher Education Reform in India, Experience and Perspectives*. New Delhi: Sage.
10. Craft, M. (Ed.). (1970). *Family, Class and Education: A Reader*. London: Longman.
11. Doyal, L., & Watson, S. (1999). *Engendering Social Policy*. Buckingham: Open University Press.
12. Dreze, J., & Sen, A. (1995). *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
13. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
14. Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.
15. Gandhi, M. K. (1962). *Problems of Education*. Ahmedabad: NavjeevanPrakashan.
16. Gore, M. S., et al. (Eds.). (1975). *Papers on the Sociology of Education in India*. New Delhi: NCERT.
17. Halsay, A. H., et al. (1961). *Education, Economy and Society: A Reader in the Sociology of Education*. New York: Free Press.
18. Halsey, A. H., et al. (1997). *Education, Culture, Economy and Society*. Oxford: Oxford University Press.

19. Hurtado, S. (Ed.). (1998). 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'. In *The Receiving Higher Education*, 21(3), 279-302.
20. Illich, I. (1973). *Deschooling Society*. London: Penguin.
21. Jayaram, N. (1990). *Sociology of Education in India*. Jaipur: Rawat Publication.
22. Jefferey, R., & Basu, A. M. (1996). *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*. New Delhi: Sage.
23. Jejeebhoy, S. (1995). *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
24. Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Somaiya.
25. Karabel, J., & Halsey, A. H. (Eds.). (1977). *Powers and Ideology in Education*. New York: Oxford University Press.
26. Meighan, R., & Siraj-Blatchford, I. (1997). *A Sociology of Educating* (3rd Ed.). London: Cassell.
27. Naik, J. P. (1975). *Quality, Quantity and Equality in Education*. New Delhi: Allied Publishers.
28. Ramnathan, G. (Year). *From Dewey to Gandhian Economy*. Asia Publishing House.
29. Robinson, P. (1987). *Perspectives in the Sociology of Education: An Introduction*. London: Routledge and Kegan Paul.
30. Sen, A. (1992). *Inequality Re-examined*. Delhi: Oxford University Press.
31. Shatrugan, M. (1988). *Privatising Higher Education*. EPW, 2624.
32. Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methue

**SEMESTER I**  
**SOC-101-CC-5140: SOCIAL DEMOGRAPHY**

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

**Learning Objectives**

LO1: The objectives of this paper is to understand and to acquaint the students to the demographic features and trends of Indian society vis-à-vis World population.

LO2: Gain knowledge of key theories and concepts in social demography.

LO3: Understand the impact of social, economic, and cultural factors on fertility behaviors.

**Learning Outcomes**

CO1: Gain an understanding of the interface between population and society.

CO2: Familiarize students with various theoretical approaches to population studies.

CO3: Understanding Population growth, patterns and population processes.

CO4: Learn about different demographic processes and policies within the context of Indian society.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Population and Society</b> <ol style="list-style-type: none"> <li>Interface between population size and social development;</li> <li>Concepts and measurement of population trends in the world and in India;</li> <li>Population pyramid of India;</li> <li>Social implications of age and sex in India.</li> </ol>	15	1, 2
2	<b>Population theories and their critique</b> <ol style="list-style-type: none"> <li>Malthusian Theory;</li> <li>Classical Theory;</li> <li>Marxist theory;</li> <li>Biological theory and Social theory.</li> </ol>	15	2
3	<b>Growth of world human population</b> <ol style="list-style-type: none"> <li>History, distribution of world population;</li> <li>Causes of population growth;</li> <li>Population process; fertility, mortality and migration.</li> </ol>	15	3
4	<b>Population planning, control and Policies appraisal in India</b> <ol style="list-style-type: none"> <li>Family and reproductive health;</li> <li>Depopulation as a problem; Merits and demerits of depopulation;</li> <li>Problems of implementing growth control measures and causes for success and failures;</li> <li>Social dimensions of Population education.</li> </ol>	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	1	2	2	1	2	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	1	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.75	1.75	1.25	1.25	2	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

**Suggested Readings:**

1. Bose, A. (1991). *Demographic Diversity of India*. Delhi: B.R. Publishing Corporation.
2. Census of India Reports
3. Chandrasekar, S. (Ed.). (1974). *Infant Mortality, Population Growth and Family Planning in India*. London: George Allen & Unwin Ltd.
4. Finkle, J. L., & McIntosh, C. A. (Eds.). (1994). *The New Policies of Population*. New York: The Population Council.
5. Hatcher, R., et al. (1997). *The Essentials of Contraceptive Technology*. Baltimore: John Hopkins School of Public Health.
6. Heer, D. (Year). *Society and Population*. Prentice Hall.
7. Premi, M. K., et al. (1983). *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
8. Sharma, R. (1997). *Demography and Population Problems*. New Delhi: Atlantic Publishers.
9. Srivastava, O. S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House

**SEMESTER I****SOC-101-RC-5110- METHODOLOGY OF SOCIAL RESEARCH**

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

**Learning Objectives**

LO1: This course aims to provide exposure to the fundamentals of various research techniques and methods. It gives philosophical ideas underlying the emergence of different methodologies in social sciences.

LO2: Grasp the fundamental principles and concepts of social research.

LO3: The course also aims to inculcate practical skills of social research among the students.

**Course Outcomes**

CO1: Examine the principles and application of the 'Scientific' Method, alongside understanding the notions of objectivity and subjectivity in research.

CO2: Explore different theoretical perspectives and their implications for generating knowledge.

CO3: Familiarize with a range of methodologies suitable for studying various social phenomena, providing researchers/learners with diverse tools for investigation.

CO4: Develop critical thinking skills to evaluate the suitability and effectiveness of different research methodologies in addressing specific research questions and objectives.

**Course Content**

Unit No	Content	Contact Hours	CO
1	<b>Introduction to Social Research</b> 1. Emergence of social science research; 2. Positivism and Post-Positivist Approaches; 3. Ontology and Epistemology in social sciences; 4. Philosophy of Social Sciences.	15	1, 2
2	<b>Emergence of Empirical Logic</b> 1. Inductive and Deductive Reasoning; 2. Objectivity – Subjectivity debate; 3. Causality and Causation; 4. Reliability and Validity.	15	3
3	<b>Quantitative Methods</b> 1. Quantitative: Survey research; 2. Measurement and Scales; 3. Methods of Data Collection: Questionnaire, Schedule, Structured Interviews, Structured Observation; 4. Data analysis; 5. Report writing and Referencing.	15	3, 4



4	<b>Qualitative Approaches and Methods</b> 1. Ethnography; 2. Methods of Data Collection (Interviews, Observation (participant & non-participant); 3. Focus Group Discussion, Case Study, Oral History, Life History; 4. Content Analysis, Narrative Analysis, Conversational Analysis, Discourse Analysis.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	2	1	3	2	1	-	-	2	1	-	3
CO2	1	3	2	2	3	3	2	1	-	-	3	3	3	2
CO3	1	3	1	2	3	3	2	2	-	-	3	2	3	2
CO4	1	2	2	3	2	1	2	2	1	-	2	3	3	3
Average	1	2.75	1.75	2.25	2.25	2.5	2	1.5	0.25	-	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Fletcher, R. (Year). *Making of Sociology*. Publisher Location: Publisher.
2. Goode, J. W., & Hatt, P. K. (1987). *Methods in Social Research*. New York: McGraw-Hill Book Company.
3. Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.
4. Kuhn, T. S. (1970). *The Structures of Scientific Revolutions*. London: The University of Chicago Press.
5. Lin, N. (1976). *Foundations of Social Research*. New York: McGraw Hill Book Co.
6. Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
7. Popper, K. (1999). *The Logic of Scientific Discovery*. London: Routledge.
8. Sjoberg, G., & Nett, R. (1977). *Methodology of Social Research*. Jaipur: Rawat.
9. Young, P. V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India Pvt. Ltd

# SEMESTER – II

**SEMESTER II**  
**SOC-101-CC-5210: POLITICAL SOCIOLOGY**

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

**Learning Objectives**

LO1: Acquaint the students with the nature and functioning of political systems and political processes.

LO2: Gain knowledge of foundational theories and concepts in political sociology.

LO2: Analyze different forms of power and authority, including traditional, charismatic, and legal-rational authority.

**Course Outcomes**

CO1: Students will gain a thorough understanding of political systems and processes, including various forms of governance and mechanisms of political decision-making.

CO2: They will develop awareness of their roles and responsibilities as citizens, exploring concepts such as civic engagement, rights, and duties within democratic societies.

CO3: Through critical analysis, students will evaluate the prerequisites of a functioning democratic system, considering factors such as rule of law, political participation, and accountability.

CO4: Finally, they will assess the vulnerabilities of democratic systems, examining challenges such as corruption, populism, and threats to democratic norms and institutions.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction to Political Sociology</b> <ol style="list-style-type: none"> <li>1. Meaning and Scope;</li> <li>2. Basic concepts: Political Culture, Political Socialisation, State, Civil Societies and Intellectuals;</li> <li>3. Interrelationship between polity and society: Democratic and totalitarian.</li> </ol>	15	1, 2
2	<b>Approaches to Political Sociology</b> <ol style="list-style-type: none"> <li>1. Marxian and Weberian;</li> <li>2. Classical Theory of Elite; Pareto and Mosca;</li> <li>3. Power Elite: C.W. Mills.</li> </ol>	15	3
3	<b>Ethnicity and Identity</b> <ol style="list-style-type: none"> <li>1. Ethnicity: Concept and Emerging significance;</li> <li>2. Race and Identity;</li> <li>3. Territoriality and Autonomy: Movement in Northeast, Refugees Imbroglio.</li> </ol>	15	3

4	<b>Political Process</b> 1. Caste and Communalism and Secularism; 2. Regionalism and Language; 3. Public opinion: Role of mass media; Politicisation of social life; 4. Clan and Matrimonial Alliances.	15	4
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	1	1	3	1	1	1	2	2	1	-	2
CO2	2	1	3	-	3	3	-	1	1	2	3	2	3	2
CO3	2	1	1	1	2	3	2	2	2	-	3	2	3	2
CO4	1	2	1	3	-	-	2	2	2	-	2	3	3	3
Average	1.75	1.75	1.25	1.25	1.5	2.25	1.25	1.5	1.5	1	2.5	2	1.5	2.25

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

### Suggested Readings:

- Almond, A. G. et al. (1973). *Crises, Choice and Change: Historical Studies of Political Development*. Boston.
- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Beso, London.
- Biswas, D. K. (1989). *Political Sociology*. Firma KLM Private, Calcutta.
- Blau, P. (1956). *Bureaucracy in Modern Society*. Random House, New York.
- Dowse, R. E., & Hughes. (1971). *Political Sociology*. New York: Basic Book.
- Eisenstadt, S. N. (Ed.). (1971). *Political Sociology*. New York: Basic Book.
- Horowitz, I. L. (1972). *Foundation of Political Sociology*. New York: Harper and Row.
- Huntington, S. P. (1969). *Political Order in Changing Societies*. Yale University Press, New Haven.
- Jangam, R. T. (1980). *Textbook of Political Sociology*. Oxford and IBH Publishing Company, New Delhi.
- Key, V. O. (1964). *Politics, Parties and Pressure Groups*. Crowell, New York.
- Kornhauser, W. (1971). *The Politics of Mass Society*. Penguin.
- Kothari, R. (1979). *Politics in India*. Orient Longmans Ltd.
- Kothari, R. (Ed.). (1973). *Caste in Indian Politics*. Orient Longmans Ltd.
- Lipset, S. M. (1959). *Political Man*. H.E.B.
- Marris, J. W. H. (1982). *Government and Politics in India*. Cambridge.
- Merton, R. K. (Ed.). (1952). *Reader in Bureaucracy*. Glencoe: The Free Press.
- Michels, R. (1949). *Political Parties*. Glencoe Free Press.
- Mills, C. W., & Gerth, H. (1946). *Essays in Sociology*. Oxford, New York.
- Mitra, S. K. (1992). *Power, Protest and Participation: Local Elites and the Politics of Development in India*. Routledge.
- Moore Jr., B. (1958). *Political Power and Social Theory*. Cambridge: Harvard University Press.
- Riker, W. et al. (1973). *An Introduction to Positive Political Theory*. Englewood, Cliff.
- Runciman, W. G. (1965). *Social Sciences and Political Theory*. Cambridge University Press, London.

**SEMESTER II****SOC-101-DE-52010: URBAN SOCIOLOGY (ELECTIVE-1)**

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

**Learning Objectives**

LO1: Understand the historical development and evolution of urban areas and urbanization processes.

LO2: Gain knowledge of theories and concepts in urban sociology.

LO3: Identify and analyze key urban issues, such as poverty, housing, crime, transportation, and public health.

**Course Outcomes**

CO1: Students will be able to apply sociological perspectives to examine the social structures, inequalities, and stratification within urban environments, and analyze their implications for urban residents and communities.

CO2: Students will be able to evaluate the spatial organization of cities and built environment, and assess how urban morphology shapes social interactions, identities, and experiences.

CO3: Critically assess urban social problems and challenges, including poverty, inequality, homelessness, crime, and environmental degradation, and propose potential solutions informed by sociological insights.

CO4: Examine the role of urban governance, planning, and policies in shaping the social fabric and dynamics of cities, and analyze their effectiveness in addressing urban issues.

**Course Contents**

Unit No.	Content	Contact Hours	CO
1	<b>Urban Sociology: An Introduction</b> 1. Meaning and Definition of Urban Sociology; 2. Nature, Scope and Significance; 3. Growth and development of urban sociology.	15	1, 2
2	<b>Theoretical Perspectives</b> 1. Chicago School; 2. Functionalism; 3. Conflict; 4. Historical and comparative.	15	2, 3
3	<b>Urbanization Process</b> 1. Socio-Cultural process; 2. Politico-Administrative Process; 3. Economic process.	15	2, 3

4	<b>Urban Issues and Problems</b> 1. Urban Slums; 2. Urban Housing; 3. Urban pollution and management; 4. Field Study.	15	4

#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	3	3	2	-	-	2	2	1	-	3
CO2	1	2	2	2	2	3	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	1.25	2	2	2.25	2.5	2.75	2.5	1.25	0.5	2.25	2.5	2.25	2.25	2.5

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

#### Suggested Readings:

1. Abrahamson, M. (1976). *Urban Sociology*. Englewood Cliffs, NJ: Prentice Hall.
2. Bharadwaj, R. K. (1974). *Urban Development in India*. New Delhi: National Publishing House.
3. Bose, A. (1978). *Studies in Indian Urbanisation 1901-1971*. Tata McGraw Hill.
4. Castells, M. (1977). *The Urban Question*. London: Edward Arnold.
5. Collingworth, J. B. (1972). *Problems of Urban Society Vol. 2*. London: George and Unwin Ltd.
6. de Souza, A. (1979). *The Indian City: Poverty, Ecology, and Urban Development*. Delhi: Manohar.
7. Desai, A. R., & Pillai, S. D. (Eds.). (1970). *Slums and Urbanisation*. Bombay: Popular Prakashan.
8. Ellin, N. (1996). *Postmodern Urbanism*. Oxford, UK.
9. Fawa, F. S. (1968). *New Urbanism in World Perspectives – A Reader*. New York: T.Y. Cowell.
10. Gold, H. (1982). *Sociology of Urban Life*. Englewood Cliffs, NJ: Prentice Hall.
11. Pickwance, C. G. (Ed.). (1976). *Urban Sociology: Critical Essays*. Methuen.
12. Quinn, J. A. (1955). *Urban Sociology*. New Delhi: S. Chand & Co.
13. Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*. Delhi: Oxford University Press.
14. Ronnan, P., & Paddison. (2001). *Handbook of Urban Studies*. India: Sage.
15. Saunders, P. (1981). *Social Theory and the Urban Question*. Hutchinson.
16. Soja, E. W. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell

**SEMESTER II****SOC-101-DE-52020: GENDER AND SOCIETY (ELECTIVE-2)**

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

**Learning Objectives**

LO1: This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspect of social life.

LO2: It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

LO3 Students will be introduced to basic concepts and various feminist theories. At the same time how, their theoretical perspectives are applied to a range of contemporary issues and also to both global and national contexts.

**Course Outcomes**

CO1: Comprehension of the social construction of gender.

CO2: Critical reflection on theories of gender relations, including liberalist, radical, marxist, and post-marxist perspectives.

CO3: Proficiency in engaging with the discourse surrounding the politics of gender.

CO4: Skill in analyzing gender aspects within development policies.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Gender as a Social Construct</b> 1. Gender, Sex and Sexuality; 2. Production of Masculinity and Femininity; 3. LGBTQI: Identity, Marginalization and Assertion.	15	1, 2
2	<b>Reproduction of Gender Inequality</b> 1. Patriarchy: Ideology and Practices; 2. Class, Caste, Tribe; 3. Family, Education and Work.	15	2, 3
3	<b>Feminist Thought</b> 1. Women's Movements: West and India; 2. Feminist Theories.	15	3

4	<b>Issues</b> 1. Gendered Violence; CEDAW; POCSO; 2. Gender Mainstreaming and Empowerment; 3. State and Civil Society; 4. Field Study.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	2	3	3	2	1	1	2	2	1	3	3
CO2	1	1	2	2	2	2	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	1	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	4	1.75	2	2.5	2.5	2.5	2.5	1.5	0.75	2	2.5	2.25	3	2.5

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

#### Suggested Readings:

1. Abbott, P., Tylor, M., & Wallace, C. (2005). An Introduction to Sociology: Feminist Perspectives. New York: Routledge.
2. Agarwal, B. (1982). A Field of One's Own. Cambridge: Cambridge University Press.
3. Agnes, F. (1992). Review of a Decade of Legislation, 1980-1989: Protecting Women against Violence? Economic & Political Weekly, 27(17).
4. Beauvoir, S. D. (1975). The Second Sex, Translated and edited by H. M. Parshley. England: Penguin Books.
5. Beneria, L. (2003). Gender, Development and Globalization. New York: Routledge.
6. Butalia, U. (2017). The Other Side of Silence: Voices from the Partition of India. New Delhi: Penguin Random House.
7. Butler, J. (2001). Imitation and gender in subordination. In S. Seidman & J. C. Alexandra (Eds.), The New Social Theory-Reader: Contemporary Debates. London and New York: Routledge.
8. Chakarvati, U. (2006). Gendering Caste- Through a Feminist Lens. Kolkata: Stree.
9. Chanana, K. (1998). Socialization, Women and Education: Explorations in Gender Identity. New Delhi: Orient Longman. (Chapters 1 & 4)
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21. Geetha, V. (2007). Patriarchy. Calcutta: Stree.



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23. Hasan, Z., & Menon, R. (2004). *Unequal Citizens: A Study of Muslim Women in*.
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26. Janaki, N., & John, M. (1998). *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
27. Judith, G. (1999). *Fundamental Feminism: Contesting the Core Concept of Feminist*. [Include city and publisher]
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31. Kozma, T. (2012). Understanding Gender Mainstreaming in Modern Law Enforcement. *Connections*, 11(2), [Include page numbers].
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33. Merinissi, F. (2011). Beyond the Veil: Male-Female Dynamics in Muslim
34. Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anti-capitalist Struggles. *Journal of Women in Culture and Society*, 28(2), 499-535.
35. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
36. Prugl, E. (2010). Feminism and Postmodern State: Gender Mainstreaming in.
37. Rege, S. (1998). Dalit Women Talk Differently. *Economic and Political Weekly*, 33(44), WS39-WS46.
38. Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological*.
39. Sangari, K., & Vaid, S. (1989). *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali.
40. Saunders, K. (Ed.). (2004). *Feminist Post Development Thought*. Chicago: Zed.
41. Seesan, A. S. (2005). *Gender Talk: Feminism Discourse and Conversion*.
42. Seidman, S. (2001). From identity to Queer politics. In S. Seidman & J. C. Alexandra (Eds.),
43. Sharma, U. (1983). *Women, Work and Property in North-West India*.
44. Sprenger, & Symington. (Eds.). (2004). *The future of Women’s Rights: Global Visions and Strategies*. Delhi: Zed Books.
45. Stevi, J., & Scott, S. (2002). *Gender: A Sociological Reader*. London: Routledge.
46. Stotzer, R. L. (2014). Sexual orientation and/or gender identity/Expression discrimination and victimization among self-identified LGBTQI native Hawaiians in Hawai’I. *Journal of Indigenous Social Development*, 3(1).
47. Tong, R. (1989). *Feminist Thought: A Comprehensive Introduction*. Colorado: Westview Press.
48. Wadood, A. (1999). *Quran and Women: Rereading the Sacred text from a Woman’s Perspective*. New York: Oxford University Press.
49. Walby, S. (1989). *Theorizing Patriarchy*. *British Sociological Association*, 23(2), 213-234.
50. Webster, F. (2006). Gender mainstreaming: Its role in addressing gender inequality in Jamaica. *Caribbean Quarterly*, 52(2).
51. Wharton, A. S. (2005). *The Sociology of Gender*. UK: Blackwell.

**SEMESTER II****SOC-101-DE-52030: SOCIOLOGY OF MARGINALIZED COMMUNITIES (Elective-3)**

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

**Learning Objectives**

LO1: The course aims at acquainting the students to the sociological study of the marginalized communities like Dalits, tribes and nomadic groups.

LO2: Recognize different marginalized groups, including racial and ethnic minorities, LGBTQ+ individuals, people with disabilities, the elderly, and economically disadvantaged populations.

LO2: Understand the intersections of race, class, gender, sexuality, and other social categories in creating complex forms of marginalization.

**Course Outcomes**

CO1: Students will comprehend sociological theories and methods relevant to studying marginalized communities like Dalits, tribes, and nomadic groups.

CO2: They will acquire in-depth knowledge of the socio-cultural, economic, and political dimensions specific to these marginalized groups.

CO3: Critical outlook to examine structural factors contributing to marginalization.

CO4: Develop empathy and perspective-taking by exploring the lived experiences and resilience strategies of these communities, fostering a deeper understanding of social exclusion and discrimination.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Culture and Climate Marginalization and its socio-economic indices</b> 1. Meaning, Nature and Scope; 2. Basic Concepts: Poverty, relative isolation, deprivation, educational backwardness, inequality.	15	1, 2
2	<b>Perspectives on marginalization</b> 1. Role of ideology in marginalization; 2. Caste system and marginalization: G. S. Ghurye, Louis Dumont, M. N. Srinivas, Verrier Elwin; 3. Views of Mahatma Gandhi, Jotibharao Phule, Erode Venkatappa Ramasamy Periyar, Babasaheb Ambedkar, Rammanohar Lohia.	15	2, 3, 4
3	<b>The social structure and culture of marginalized communities</b> 1. Status of SC, ST, nomadic communities, religious minorities, PVTGs; 2. Problems of social mobility; development and identity; 3. Marginalization in Northeast India	15	2, 3

4	<b>Marginalization and affirmative action</b> <ol style="list-style-type: none"> <li>1. Constitutional and Legal provisions;</li> <li>2. Implementation and impact of affirmative action on marginalized communities;</li> <li>3. Limitation and Critical Appraisal.</li> </ol>	15	3, 4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	1	1	2	2	1	-	2	1	1	3
CO2	3	2	2	2	1	1	2	3	1	-	3	3	2	2
CO3	2	3	2	3	2	2	2	3	2	1	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	2.25	1.75	2	2	1.5	2.25	2.25	2.5	1.25	2	2.5	2.5	2	2.5

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

#### Suggested Readings:

1. Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
2. Beteille, A. (1992). *The Backward Classes in Contemporary India*. Delhi: Oxford University Press.
3. Charsley, S. R., & Karanth, G. K. (Eds.). (1998). *Challenging Untouchability*. Delhi: Sage.
4. Chaudhuri, S. N. (1988). *Changing Status of Depressed Castes in Contemporary India*. Delhi: Daya Publishing House.
5. Gore, M. S. (1993). *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*. New Delhi: Sage.
6. Gupta, D. (1991). *Social Stratification*. New Delhi: Oxford University Press.
7. Jogdand, P. G. (2000). *New Economic Policy and Dalits*. Jaipur: Rawat.
8. Jogdand, P. C. (1991). *Dalit Movement in Maharashtra*. New Delhi: Kanak Publications.
9. Kikhi, K., & Gautam, D. R. (Eds.). (2023). *Marginality in India: Perspectives of Marginalisation from the Northeast*. Taylor & Francis.
10. Mahajan, G. (1998). *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.
11. Omvedt, G. (1995). *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. New Delhi: Orient Longman.
12. Omvedt, G. (1999). *Dalits and the Democratic Revolution*. New Delhi: Sage.
13. Oommen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage.
14. Shah, C. (1990). *Social Movements in India: A Review of Literature*. Delhi: Sage.
15. Singh, K. S. (1998). *The Scheduled Castes*. Delhi: Anthropological Survey of India.
16. Singh, K. S. (1995). *The Scheduled Tribes*. Delhi: Oxford University Press.
17. Western India (1976). Bombay: Scientific Socialist Educational Trust.
18. Zelliott, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

**SEMESTER II****SOC-101-RC-5210: RESEARCH AND PUBLICATION ETHICS**

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

**Learning Objectives**

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

**Course Outcomes**

CO1: To orient students towards nature of publication ethics and moral standards.

CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Ethics and Publication</b> <ol style="list-style-type: none"> <li>1. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches;</li> <li>2. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements</li> <li>3. and Reactions.</li> </ol>	15	1, 2
2	<b>Scientific Conduct</b> <ol style="list-style-type: none"> <li>1. Ethics with Respect to Science and Research;</li> <li>2. Intellectual Honesty and Research Integrity;</li> <li>3. Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).</li> </ol>	15	3
3	<b>Publication Ethics</b> <ol style="list-style-type: none"> <li>1. Publication Ethics: Definition, Introduction and Importance;</li> <li>2. Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc.;</li> <li>3. Conflicts of Interest.</li> </ol>	15	3
4	<b>Publication Misconduct</b> <ol style="list-style-type: none"> <li>1. Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types;</li> <li>2. Violation of Publication Ethics, Authorship and Contributorship;</li> <li>3. Identification of Publication Misconduct, Complaints and Appeals.</li> <li>4. Predatory Publishers and Journals.</li> </ol>	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	3	2	1	1	2	2	1	-	3
CO2	1	1	2	2	2	3	3	1	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	1	1	2	2.5	2.5	2.75	2.5	1.5	1.25	2.25	2.5	2.5	2.25	2.5

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

## Books/Journal Articles Suggested Readings:

1. Bird, A. (2006). *Philosophy of Science*. Routledge.
2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.
3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009).
5. *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
6. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1—10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

**Note:** Students might also opt for MOOC's equivalent courses.

# **SEMESTER – III & IV (RESEARCH)**

**SEMESTER III & IV**  
**SOC-2101-RP-6110: RESEARCH PROJECT**

<b>Credit: 40; Contact Hours: 1200;</b> <b>Full Marks: 500</b>
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**Introduction**

The multidisciplinary, transdisciplinary and translational research culture is expected to be introduced at the postgraduate level. Such research projects undertaken will enhance the research productivity, and collaboration at national and international levels in various industries, government as well as community-based organizations and agencies. Students will carry out research projects or dissertations under the guidance of a faculty member of the Department of Sociology. The research project/dissertation will be in the major discipline.

**Learning Objectives**

1. The post graduates would be able to demonstrate the ability to apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification.
2. The post graduates would be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.
3. To enable the students to undertake research projects that are relevant and important.
4. To apply pre-learnt concepts to design research problem with help of literature survey.

**Course Outcomes**

CO1: Students will do the groundwork for research in terms of identifying a relevant research topic (relevance will be decided based on the subject), queries and literature review.

CO2: Identify specific research objectives and develop relevant research methodology.

CO3: To enable students to do sufficient groundwork in terms of preparing the outline of the research plan which includes grants, infrastructural requirements and procurement of resources.

CO4: By the end of the semester the student is expected to compile and communicate the Research Proposal with proper format and if possible have procured funding for the same.

**Norms**

1. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.
2. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.
3. Students may be permitted to carry out a research project or dissertation in another department of RGU or another institution provided the required facilities are available.

**Learning Assessment**

Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Project work in Sociology discipline would generally be carried out under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented

by actual life experiences to generate solutions to real-life problems. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

S r · N o .	Semester	Tasks/Assignments for Research Project per Semester	Evaluati on	Total Marks
1.	<b>III</b>	<p>1. Within 15 days of commencement of the Semester, all students will be allocated Supervisors as per the norms of RGU or as per availability of faculty with mutual consent.</p> <p>2. Topics will be submitted by such students within 30 days of commencement of the Semester to the HoD office forwarded duly by each allocated Supervisor.</p> <p>3. Three sessional tests will be carried out by each student under the Supervision of the respective Supervisor. Average of these 3 sessional exams will be submitted before end semester examination by each supervisor to HoD Office to prepare the necessary cut-off-list, as per RGU norms.</p> <p>4. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor.</p> <p>5. End Semester Examination will comprise of submission of Synopsis (at least 10 days prior to due date of Viva-voce to the HoD office, template of synopsis will be provided by HoD Office) and presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member duly nominated by HoD, and approved by CoE, RGU).</p>	<p>Internal-200 Marks</p> <p>End Semester Examination =300 Marks</p>	500 Marks
2	<b>IV</b>	<p>1. After commencement of the 4<sup>th</sup> Semester, students are expected to collect data/sample from respective sites as proposed in the synopsis. However, they can also do the same in earlier semester, after approval from their respective Supervisor.</p> <p>2. Sessional tests would be inclusive of overall progress made by the student during the said semester/journal maintenance/journal article submission to Peer Reviewed/UGC/Scopus listed journals (review/empirical, as the case may be), power point presentation/assignment submission on a relevant topic/conference presentations/workshops attended/ other academic assignments provided by the allocated Supervisor. Periodic assessment of data collection, analysis and report writing would be carried out by each allocated Supervisor.</p>		



		3. End Semester Examination will comprise of submission of Project Work (at least 10 days prior to due date of Viva-voce to the HoD office) and power point presentation of the same during Viva-voce Infront of the Departmental Research Council (comprising of HoD as Chairman, One Internal Member and One External Member, duly nominated by HoD and approved by CoE, RGU)		
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**Course Structure for PG Diploma in Sociology**  
**(Programme Code: SOC-1101)**  
**/Two Years M.A. in Sociology with Coursework & Research**  
**(Programme Code: SOC-3101)**

NCrf Credit Level	Semester	Core Papers  (Core Course/Elective/Cour Work)	Course Level	Credit	Total Credits	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Inter nal	End Sem	Total	L: T: P	
6	Sem-I	SOC-101-CC-5110- Classical Sociological Thinkers	400	4	20	20	80	100	3:1:0	60
		SOC-101-CC-5120- Environmental Sociology	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5130- Sociology of Education	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5140- Social Demography	400	4		20	80	100	3:1:0	120
		SOC-101-RC-5110- Methodology of Social Research	500	4		20	80	100	3:1:0	60
	Sem-II	SOC-101-CC-5210- Political Sociology	400	4	20	20	80	100	3:1:0	60
		SOC-101-DE-52010- Urban Sociology (Elective 1)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52020- Gender and Society (Elective 2)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52030- Sociology of Marginalized Communities (Elective 3)	500	4		20	80	100	3:1:0	60
		SOC-101-RC-5210- Research and Publication Ethics / MOOC’s Equivalent	400	4		20	80	100	3:1:0	60
Exit option with Post-graduate Diploma in Sociology on completion of courses equal to a minimum of 40 credits or Entry to One Year M.A in Sociology with Coursework and Research										
6.5	Sem-III	SOC-101-CW-61010- Theoretical Perspectives in Sociology (Coursework 1)	500	4	20	20	80	100	3:1:0	60
		SOC-101-CW-61020- Perspectives on Indian Society (Coursework 2)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-61030- Contemporary Trends in Indian Society (Coursework 3)	500	4		20	80	100	3:1:0	60

# SYLLABUS OF PGP-SOC-23-24

		SOC-101-CW-61040- Sociology of Northeast India (Coursework 4)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-61050- Sociology of Health and Sanitation (Coursework 5)	500	4		20	80	100	3:1:0	60
	<b>Sem-IV</b>	SOC-3101-RP-6210- Research Project	500	4	<b>20</b>	60	240	300	0:0:4	600
	<b>Total</b>				<b>80</b>					

**Post-graduate Degree in Sociology with Coursework & Research on completion of courses equal to a minimum of 80 credits**

# SEMESTER – I

**SEMESTER I****SOC-101-CC-5110: CLASSICAL SOCIOLOGICAL THINKERS**

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

**Learning Objectives**

LO1: This course intends to familiarize students about classical sociological thinkers and instill in them the major contributions and also tries to highlight the contemporary relevance.

LO2: Enhance analytical skills through the examination of complex sociological arguments and theoretical frameworks.

**Course Outcomes**

CO1: Gain proficiency in comprehending the original writings of sociological theorists.

CO2: Exercise critical analysis skills to evaluate the theoretical perspectives by various classical scholars.

CO3: Engage in reflective and critical examination of sociological theories.

CO4: Apply sociological theories effectively to interpret and understand social phenomena within real-world contexts.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Karl Marx</b> <ol style="list-style-type: none"> <li>1. Dialectal Materialism;</li> <li>2. Alienation and Capitalism;</li> <li>3. Capitalism and Freedom;</li> <li>4. Commodity Production.</li> </ol>	15	1, 2, 3, 4
2	<b>Emile Durkheim</b> <ol style="list-style-type: none"> <li>1. Sociology as Science;</li> <li>2. Division of Labour;</li> <li>3. Suicide;</li> <li>4. Theory of Religion.</li> </ol>	15	1, 2, 3, 4
3	<b>Max Weber</b> <ol style="list-style-type: none"> <li>1. Social Action;</li> <li>2. Economy and Society;</li> <li>3. Theory of Authority;</li> <li>4. Verstehen.</li> </ol>	15	1, 2, 3, 4
4	<b>George Simmel</b> <ol style="list-style-type: none"> <li>1. The Dyad and the Triad: forms of Social Interaction;</li> <li>2. Conflict Perspective;</li> <li>3. Social differentiation and hierarchy;</li> <li>4. Social networks and social capital.</li> </ol>	15	1, 2, 3, 4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	2	-	-	1	-	-	-	3	1	-	1
CO2	3	1	3	3	1	2	2	2	-	-	1	3	1	1
CO3	2	1	2	3	1	2	3	2	-	1	1	2	1	1
CO4	1	2	3	2	1	2	3	2	-	1	1	3	1	1
Average	2.25	1.25	2.5	2.25	0.75	1.5	2.25	1.5	-	0.5	1.5	2.25	0.75	1

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

**Suggested Readings:**

1. Aron, Raymond. (1998). *Main Currents in Sociological Thought, Vol. I. &2*. New York: Routledge.
2. Bottomore, Tom (Ed). (2016). *A Dictionary of Marxist Thought*. New Delhi: Wiley India.
3. Bottomore, Tom. (1985). *Theories of Modern Capitalism*. New York: Routledge.
4. Durkheim, Emile. (2002). *Suicide: A Study in Sociology*. New York: Routledge.
5. Durkheim, Emile. (2013). *The Rules of Sociological Method*. New York: Free Press.
6. Durkheim, Emile. (2014). *Division of Labour in Society*. New York: Free Press.
7. Gerth, H.H., & Mills, C.W. (1946). *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press.
8. Giddens, A. (1994). *Capitalism and Modern Social Theory*. New Delhi: Cambridge University Press.
9. Giddens, Anthony. (1994). *Capitalism and Modern Social Theory*. Cambridge: Cambridge University Press.
10. Marx, K., & Engels, F. (1976). *The Manifesto of the Communist Party*. In Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
11. Marx, Karl. (1864). *Pre-Capitalist Economic Formation*. London: Lawrence and Wishart.
12. Marx, Karl. (1867). *Capital Vol 1*. London: Penguin Books.
13. Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
14. Weber, Max. (1978). *Economy and Society*. California: University of California Press.
15. Weber, Max. (2005). *The Protestant Ethic and the Spirit of Capitalism*. New York: Routledge Kegan & Paul

**SEMESTER I****SOC-101-CC-5120: ENVIRONMENTAL SOCIOLOGY**

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

**Learning Objectives**

LO1: The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface.

LO2: It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary.

LO3: The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action.

**Course Outcomes**

CO1: Gain knowledge of sociological theories to analyze the environment-society relationship.

CO2: . Develop social skills for understanding and addressing environmental concerns and human suffering.

CO3: Critically assess debates on environment and development, focusing on justice, policy, and action.

Co4: Apply environmental sociology perspectives to analyze and propose solutions to contemporary environmental challenges.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Classical Sociological tradition</b> <ol style="list-style-type: none"> <li>1. Karl Marx, Emile Durkhiem and Max Weber on environmental concerns;</li> <li>2. Environmental Sociology: The rise, decline and resurgence of environmental sociology;</li> <li>3. 21st century paradigm; Synthesis of societal and environmental dialect.</li> </ol>	15	1, 2
2	<b>Emerging Theoretical Parameters in Environmental Sociology</b> <ol style="list-style-type: none"> <li>1. Dunlap and Catton;</li> <li>2. Ramachandra Guha;</li> <li>3. Anthony Giddens;</li> <li>4. Patrick Giddes.</li> </ol>	15	3
3	<b>Environmental Issues and Global Implementation Efforts</b> <ol style="list-style-type: none"> <li>1. Demography and population;</li> <li>2. WASH, Housing and Urbanisation;</li> <li>3. Migration;</li> <li>4. Migration.</li> </ol>	15	3

4	<b>Environmental Issues and Sustainability</b> <ol style="list-style-type: none"> <li>1. Development Projects;</li> <li>2. Displacement and Relocation;</li> <li>3. Environmental Movements and Sustainability.</li> </ol>	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	2	2	1	1	2	2	1	1	3
CO2	1	1	3	1	3	3	2	1	1	2	3	3	3	2
CO3	2	-	1	2	3	3	2	2	1	1	3	2	3	2
CO4	2	2	2	3	2	2	2	2	1	1	2	3	3	3
Average	2	2	2	1.75	2.25	2.5	2	1.5	1	1.5	2	2.25	2.5	2.5

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

#### Suggested Readings:

1. Arnold, D., & Guha, R. G. (1955). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Gadgil, M., & Guha, R. (1996). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: OUP.
3. Giddens, A. (1996). *Global Problems and Ecological Crisis in Introduction to Sociology*, 2nd Edition. New York: W.W. Norton and Co.
4. Munshi, I. (2000). "Environment" in *Sociological Theory. Sociological Bulletin*, 49(2).
5. Redclift, M. (1984). *Development and the Environmental Crisis*. New York: Meheun Co. Ltd.
6. Riordan, O. L. T. (1981). *Environmentalism*.
7. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
8. Sharma, S. L. (1994). *Perspective on Sustainable Development in South Asia* in Samad (Ed.), *Perspectives on Sustainable Development in Asia*. Kuala Lumpur: ADIPA.
9. South Commission. (1989). *The Need to Re-orient Development Strategies and Development the Environment*. Delhi: Oxford University Press.
10. The state of India's Environment. (1985). *The Second Citizens Report*. New Delhi: Center for Science and Environment.
11. UNDP. *Sustainable Development*. New York: OUP.
12. World Commission on Environment and Development. (1987). *Our Common Future: Brutland Report*. New Delhi: Oxford University Press



**SEMESTER I**  
**SOC-101-CC-5130: SOCIOLOGY OF EDUCATION**

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

**Learning Objectives**

LO1: The course acquaints the students with major concepts, theoretical approaches and development of sociology of education.

LO2: It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

**Course Outcomes**

CO1: Gain an understanding of the nature, characteristics, and scope of the Sociology of Education.

CO2: Identify diverse theoretical perspectives, concepts, and approaches within the Sociology of education.

CO3: Explore the relationship between education and society.

CO4: Reflect on the social dimensions of education and its dialectical relationship with the production and reproduction of various social structures, categories, and identities.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Sociology of Education: An Introduction</b> <ol style="list-style-type: none"> <li>1. Meaning, Definition, Nature, and Scope of Sociology of Education;</li> <li>2. School as a system: Schooling as process;</li> <li>3. Teacher as changes agent;</li> <li>4. Formal, Informal and Non-formal Education.</li> </ol>	15	1, 2
2	<b>Sociology of Education: Theoretical Perspectives</b> <ol style="list-style-type: none"> <li>1. Functionalist: Emile Durkheim and Talcott Parsons;</li> <li>2. Marxian approach.</li> </ol>	15	3
3	<b>Development of Educational System in India</b> <ol style="list-style-type: none"> <li>1. The growth of education in India- From tradition to modern period;</li> <li>2. Basic education by Gandhi;</li> <li>3. Higher Education, Adult Education;</li> <li>4. Universalisation and Equality in Education.</li> </ol>	15	3

4	<b>Educational Policies in India: Critical Perspectives</b> <ol style="list-style-type: none"> <li>1. Colonial India: Hunter Commission; Woods Commission and Macauley;</li> <li>2. Post Colonial India: 1948 onwards including Knowledge Commission;</li> <li>3. Obstacles for development of education in India.</li> </ol>	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	-	2	1	1	3	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	-	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.25	1.75	1	1.25	2.25	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

#### Suggested Readings:

1. Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press.
2. Ahmad, K. (1984). *Social Context of Women's Education 1921-81*. In *New Frontiers in Higher Education*, No. 3, 1-35.
3. Banks, J. A., & Lynch, J. (Eds.). (1986). *Multicultural Education in Western Societies*. London: Holt Saunders.
4. Banks, O. (1971). *Sociology of Education* (2nd Ed.). London: Batsford.
5. Blackledge, D., & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Crom Helm.
6. Brint, S. (1998). *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Chanana, K. (1979). 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27(14), 157-164.
8. Chanana, K. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
9. Chitnis, S., & Altbach, P. G. (1993). *Higher Education Reform in India, Experience and Perspectives*. New Delhi: Sage.
10. Craft, M. (Ed.). (1970). *Family, Class and Education: A Reader*. London: Longman.
11. Doyal, L., & Watson, S. (1999). *Engendering Social Policy*. Buckingham: Open University Press.
12. Dreze, J., & Sen, A. (1995). *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
13. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
14. Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.
15. Gandhi, M. K. (1962). *Problems of Education*. Ahmedabad: NavjeevanPrakashan.
16. Gore, M. S., et al. (Eds.). (1975). *Papers on the Sociology of Education in India*. New Delhi: NCERT.
17. Halsay, A. H., et al. (1961). *Education, Economy and Society: A Reader in the Sociology of Education*. New York: Free Press.
18. Halsey, A. H., et al. (1997). *Education, Culture, Economy and Society*. Oxford: Oxford University Press.
19. Hurtado, S. (Ed.). (1998). 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational

- Policy and Practice . In *The Receiving Higher Education*, 21(3), 219-302.
20. Illich, I. (1973). *Deschooling Society*. London: Penguin.
  21. Jayaram, N. (1990). *Sociology of Education in India*. Jaipur: Rawat Publication.
  22. Jefferey, R., & Basu, A. M. (1996). *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*. New Delhi: Sage.
  23. Jejeebhoy, S. (1995). *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
  24. Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Somaiya.
  25. Karabel, J., & Halsey, A. H. (Eds.). (1977). *Powers and Ideology in Education*. New York: Oxford University Press.
  26. Meighan, R., & Siraj-Blatchford, I. (1997). *A Sociology of Educating* (3rd Ed.). London: Cassell.
  27. Naik, J. P. (1975). *Quality, Quantity and Equality in Education*. New Delhi: Allied Publishers.
  28. Ramnathan, G. (Year). *From Dewey to Gandhian Economy*. Asia Publishing House.
  29. Robinson, P. (1987). *Perspectives in the Sociology of Education: An Introduction*. London: Routledge and Kegan Paul.
  30. Sen, A. (1992). *Inequality Re-examined*. Delhi: Oxford University Press.
  31. Shatrugan, M. (1988). *Privatising Higher Education*. EPW, 2624.
  32. Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methue

**SEMESTER I**  
**SOC-101-CC-5140: SOCIAL DEMOGRAPHY**

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

**Learning Objectives**

LO1: The objectives of this paper is to understand and to acquaint the students to the demographic features and trends of Indian society vis-à-vis World population.

LO2: Gain knowledge of key theories and concepts in social demography.

LO3: Understand the impact of social, economic, and cultural factors on fertility behaviors.

**Learning Outcomes**

CO1: Gain an understanding of the interface between population and society.

CO2: Familiarize students with various theoretical approaches to population studies.

CO3: Understanding Population growth, patterns and population processes.

CO4: Learn about different demographic processes and policies within the context of Indian society.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Population and Society</b> 1. Interface between population size and social development; 2. Concepts and measurement of population trends in the world and in India; 3. Population pyramid of India; 4. Social implications of age and sex in India.	15	1, 2
2	<b>Population theories and their critique</b> 1. Malthusian Theory; 2. Classical Theory; 3. Marxist theory; 4. Biological theory and Social theory.	15	2
3	<b>Growth of world human population</b> 1. History, distribution of world population; 2. Causes of population growth; 3. Population process; fertility, mortality and migration.	15	3
4	<b>Population planning, control and Policies appraisal in India</b> 1. Family and reproductive health; 2. Depopulation as a problem; Merits and demerits of depopulation; 3. Problems of implementing growth control measures and causes for success and failures; 4. Social dimensions of Population education.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	1	2	2	1	2	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	1	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.75	1.75	1.25	1.25	2	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

**Suggested Readings:**

1. Bose, A. (1991). *Demographic Diversity of India*. Delhi: B.R. Publishing Corporation.
2. Census of India Reports
3. Chandrasekar, S. (Ed.). (1974). *Infant Mortality, Population Growth and Family Planning in India*. London: George Allen & Unwin Ltd.
4. Finkle, J. L., & McIntosh, C. A. (Eds.). (1994). *The New Policies of Population*. New York: The Population Council.
5. Hatcher, R., et al. (1997). *The Essentials of Contraceptive Technology*. Baltimore: John Hopkins School of Public Health.
6. Heer, D. (Year). *Society and Population*. Prentice Hall.
7. Premi, M. K., et al. (1983). *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
8. Sharma, R. (1997). *Demography and Population Problems*. New Delhi: Atlantic Publishers.
9. Srivastava, O. S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House

**SEMESTER I****SOC-101-RC-5110- METHODOLOGY OF SOCIAL RESEARCH**

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

**Learning Objectives**

LO1: This course aims to provide exposure to the fundamentals of various research techniques and methods. It gives philosophical ideas underlying the emergence of different methodologies in social sciences.

LO2: Grasp the fundamental principles and concepts of social research.

LO3: The course also aims to inculcate practical skills of social research among the students.

**Course Outcomes**

CO1: Examine the principles and application of the 'Scientific' Method, alongside understanding the notions of objectivity and subjectivity in research.

CO2: Explore different theoretical perspectives and their implications for generating knowledge.

CO3: Familiarize with a range of methodologies suitable for studying various social phenomena, providing researchers/learners with diverse tools for investigation.

CO4: Develop critical thinking skills to evaluate the suitability and effectiveness of different research methodologies in addressing specific research questions and objectives.

**Course Content**

Unit No	Content	Contact Hours	CO
1	<b>Introduction to Social Research</b> 1. Emergence of social science research; 2. Positivism and Post-Positivist Approaches; 3. Ontology and Epistemology in social sciences; 4. Philosophy of Social Sciences.	15	1, 2
2	<b>Emergence of Empirical Logic</b> 1. Inductive and Deductive Reasoning; 2. Objectivity – Subjectivity debate; 3. Causality and Causation; 4. Reliability and Validity.	15	3
3	<b>Quantitative Methods</b> 1. Quantitative: Survey research; 2. Measurement and Scales; 3. Methods of Data Collection: Questionnaire, Schedule, Structured Interviews, Structured Observation; 4. Data analysis; 5. Report writing and Referencing.	15	3, 4

4	<b>Qualitative Approaches and Methods</b> 1. Ethnography; 2. Methods of Data Collection (Interviews, Observation (participant & non-participant); 3. Focus Group Discussion, Case Study, Oral History, Life History; 4. Content Analysis, Narrative Analysis, Conversational Analysis, Discourse Analysis.	15	4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	2	1	3	2	1	-	-	2	1	-	3
CO2	1	3	2	2	3	3	2	1	-	-	3	3	3	2
CO3	1	3	1	2	3	3	2	2	-	-	3	2	3	2
CO4	1	2	2	3	2	1	2	2	1	-	2	3	3	3
Average	1	2.75	1.75	2.25	2.25	2.5	2	1.5	0.25	-	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Fletcher, R. (Year). *Making of Sociology*. Publisher Location: Publisher.
2. Goode, J. W., & Hatt, P. K. (1987). *Methods in Social Research*. New York: McGraw-Hill Book Company.
3. Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.
4. Kuhn, T. S. (1970). *The Structures of Scientific Revolutions*. London: The University of Chicago Press.
5. Lin, N. (1976). *Foundations of Social Research*. New York: McGraw Hill Book Co.
6. Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
7. Popper, K. (1999). *The Logic of Scientific Discovery*. London: Routledge.
8. Sjoberg, G., & Nett, R. (1977). *Methodology of Social Research*. Jaipur: Rawat.
9. Young, P. V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India Pvt. Ltd

# SEMESTER – II



**SEMESTER II**  
**SOC-101-CC-5210: POLITICAL SOCIOLOGY**

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

**Learning Objectives**

LO1: Acquaint the students with the nature and functioning of political systems and political processes.

LO2: Gain knowledge of foundational theories and concepts in political sociology.

LO2: Analyze different forms of power and authority, including traditional, charismatic, and legal-rational authority.

**Course Outcomes**

CO1: Students will gain a thorough understanding of political systems and processes, including various forms of governance and mechanisms of political decision-making.

CO2: They will develop awareness of their roles and responsibilities as citizens, exploring concepts such as civic engagement, rights, and duties within democratic societies.

CO3: Through critical analysis, students will evaluate the prerequisites of a functioning democratic system, considering factors such as rule of law, political participation, and accountability.

CO4: Finally, they will assess the vulnerabilities of democratic systems, examining challenges such as corruption, populism, and threats to democratic norms and institutions.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction to Political Sociology</b> 1. Meaning and Scope; 2. Basic concepts: Political Culture, Political Socialisation, State, Civil Societies and Intellectuals; 3. Interrelationship between polity and society: Democratic and totalitarian.	15	1, 2
2	<b>Approaches to Political Sociology</b> 1. Marxian and Weberian; 2. Classical Theory of Elite; Pareto and Mosca; 3. Power Elite: C.W. Mills.	15	3
3	<b>Ethnicity and Identity</b> 1. Ethnicity: Concept and Emerging significance; 2. Race and Identity; 3. Territoriality and Autonomy: Movement in Northeast, Refugees Imbroglio.	15	3

4	<b>Political Process</b> 1. Caste and Communalism and Secularism; 2. Regionalism and Language; 3. Public opinion: Role of mass media; Politicisation of social life; 4. Clan and Matrimonial Alliances.	15	4
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	1	1	3	1	1	1	2	2	1	-	2
CO2	2	1	3	-	3	3	-	1	1	2	3	2	3	2
CO3	2	1	1	1	2	3	2	2	2	-	3	2	3	2
CO4	1	2	1	3	-	-	2	2	2	-	2	3	3	3
Average	1.75	1.75	1.25	1.25	1.5	2.25	1.25	1.5	1.5	1	2.5	2	1.5	2.25

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

### Suggested Readings:

- Almond, A. G. et al. (1973). *Crises, Choice and Change: Historical Studies of Political Development*. Boston.
- Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Boston, London.
- Biswas, D. K. (1989). *Political Sociology*. Firma KLM Private, Calcutta.
- Blau, P. (1956). *Bureaucracy in Modern Society*. Random House, New York.
- Dowse, R. E., & Hughes. (1971). *Political Sociology*. New York: Basic Book.
- Eisenstadt, S. N. (Ed.). (1971). *Political Sociology*. New York: Basic Book.
- Horowitz, I. L. (1972). *Foundation of Political Sociology*. New York: Harper and Row.
- Huntington, S. P. (1969). *Political Order in Changing Societies*. Yale University Press, New Haven.
- Jangam, R. T. (1980). *Textbook of Political Sociology*. Oxford and IBH Publishing Company, New Delhi.
- Key, V. O. (1964). *Politics, Parties and Pressure Groups*. Crowell, New York.
- Kornhauser, W. (1971). *The Politics of Mass Society*. Penguin.
- Kothari, R. (1979). *Politics in India*. Orient Longmans Ltd.
- Kothari, R. (Ed.). (1973). *Caste in Indian Politics*. Orient Longmans Ltd.
- Lipset, S. M. (1959). *Political Man*. H.E.B.
- Marris, J. W. H. (1982). *Government and Politics in India*. Cambridge.
- Merton, R. K. (Ed.). (1952). *Reader in Bureaucracy*. Glencoe: The Free Press.
- Michels, R. (1949). *Political Parties*. Glencoe Free Press.
- Mills, C. W., & Gerth, H. (1946). *Essays in Sociology*. Oxford, New York.
- Mitra, S. K. (1992). *Power, Protest and Participation: Local Elites and the Politics of Development in India*. Routledge.
- Moore Jr., B. (1958). *Political Power and Social Theory*. Cambridge: Harvard University Press.
- Riker, W. et al. (1973). *An Introduction to Positive Political Theory*. Englewood, Cliff.
- Runciman, W. G. (1965). *Social Sciences and Political Theory*. Cambridge University Press, London.

**SEMESTER II****SOC-101-DE-52010: URBAN SOCIOLOGY (ELECTIVE-1)**

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

**Learning Objectives**

LO1: Understand the historical development and evolution of urban areas and urbanization processes.

LO2: Gain knowledge of theories and concepts in urban sociology.

LO3: Identify and analyze key urban issues, such as poverty, housing, crime, transportation, and public health.

**Course Outcomes**

CO1: Students will be able to apply sociological perspectives to examine the social structures, inequalities, and stratification within urban environments, and analyze their implications for urban residents and communities.

CO2: Students will be able to evaluate the spatial organization of cities and built environment, and assess how urban morphology shapes social interactions, identities, and experiences.

CO3: Critically assess urban social problems and challenges, including poverty, inequality, homelessness, crime, and environmental degradation, and propose potential solutions informed by sociological insights.

CO4: Examine the role of urban governance, planning, and policies in shaping the social fabric and dynamics of cities, and analyze their effectiveness in addressing urban issues.

**Course Contents**

Unit No.	Content	Contact Hours	CO
1	<b>Urban Sociology: An Introduction</b> 1. Meaning and Definition of Urban Sociology; 2. Nature, Scope and Significance; 3. Growth and development of urban sociology.	15	1, 2
2	<b>Theoretical Perspectives</b> 1. Chicago School; 2. Functionalism; 3. Conflict; 4. Historical and comparative.	15	2, 3
3	<b>Urbanization Process</b> 1. Socio-Cultural process; 2. Politico-Administrative Process; 3. Economic process.	15	2, 3

4	<b>Urban Issues and Problems</b> 1. Urban Slums; 2. Urban Housing; 3. Urban pollution and management; 4. Field Study.	15	4

#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	3	3	2	-	-	2	2	1	-	3
CO2	1	2	2	2	2	3	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	1.25	2	2	2.25	2.5	2.75	2.5	1.25	0.5	2.25	2.5	2.25	2.25	2.5

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

#### Suggested Readings:

1. Abrahamson, M. (1976). *Urban Sociology*. Englewood Cliffs, NJ: Prentice Hall.
2. Bharadwaj, R. K. (1974). *Urban Development in India*. New Delhi: National Publishing House.
3. Bose, A. (1978). *Studies in Indian Urbanisation 1901-1971*. Tata McGraw Hill.
4. Castells, M. (1977). *The Urban Question*. London: Edward Arnold.
5. Collingworth, J. B. (1972). *Problems of Urban Society Vol. 2*. London: George and Unwin Ltd.
6. de Souza, A. (1979). *The Indian City: Poverty, Ecology, and Urban Development*. Delhi: Manohar.
7. Desai, A. R., & Pillai, S. D. (Eds.). (1970). *Slums and Urbanisation*. Bombay: Popular Prakashan.
8. Ellin, N. (1996). *Postmodern Urbanism*. Oxford, UK.
9. Fawa, F. S. (1968). *New Urbanism in World Perspectives – A Reader*. New York: T.Y. Cowell.
10. Gold, H. (1982). *Sociology of Urban Life*. Englewood Cliffs, NJ: Prentice Hall.
11. Pickwance, C. G. (Ed.). (1976). *Urban Sociology: Critical Essays*. Methuen.
12. Quinn, J. A. (1955). *Urban Sociology*. New Delhi: S. Chand & Co.
13. Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*. Delhi: Oxford University Press.
14. Ronnan, P., & Paddison. (2001). *Handbook of Urban Studies*. India: Sage.
15. Saunders, P. (1981). *Social Theory and the Urban Question*. Hutchinson.
16. Soja, E. W. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell

**SEMESTER II****SOC-101-DE-52020: GENDER AND SOCIETY (ELECTIVE-2)**

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

**Learning Objectives**

LO1: This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspect of social life.

LO2: It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

LO3 Students will be introduced to basic concepts and various feminist theories. At the same time how, their theoretical perspectives are applied to a range of contemporary issues and also to both global and national contexts.

**Course Outcomes**

CO1: Comprehension of the social construction of gender.

CO2: Critical reflection on theories of gender relations, including liberalist, radical, marxist, and post-marxist perspectives.

CO3: Proficiency in engaging with the discourse surrounding the politics of gender.

CO4: Skill in analyzing gender aspects within development policies.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Gender as a Social Construct</b> 1. Gender, Sex and Sexuality; 2. Production of Masculinity and Femininity; 3. LGBTQI: Identity, Marginalization and Assertion.	15	1, 2
2	<b>Reproduction of Gender Inequality</b> 1. Patriarchy: Ideology and Practices; 2. Class, Caste, Tribe; 3. Family, Education and Work.	15	2, 3
3	<b>Feminist Thought</b> 1. Women's Movements: West and India; 2. Feminist Theories.	15	3

4	<b>Issues</b> 1. Gendered Violence; CEDAW; POCSO; 2. Gender Mainstreaming and Empowerment; 3. State and Civil Society; 4. Field Study.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	2	3	3	2	1	1	2	2	1	3	3
CO2	1	1	2	2	2	2	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	1	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	4	1.75	2	2.5	2.5	2.5	2.5	1.5	0.75	2	2.5	2.25	3	2.5

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

#### Suggested Readings:

- Abbott, P., Tylor, M., & Wallace, C. (2005). An Introduction to Sociology: Feminist Perspectives. New York: Routledge.
- Agarwal, B. (1982). A Field of One's Own. Cambridge: Cambridge University Press.
- Agnes, F. (1992). Review of a Decade of Legislation, 1980-1989: Protecting Women against Violence? Economic & Political Weekly, 27(17).
- Beauvoir, S. D. (1975). The Second Sex, Translated and edited by H. M. Parshley. England: Penguin Books.
- Beneria, L. (2003). Gender, Development and Globalization. New York: Routledge.
- Butalia, U. (2017). The Other Side of Silence: Voices from the Partition of India. New Delhi: Penguin Random House.
- Butler, J. (2001). Imitation and gender in subordination. In S. Seidman & J. C. Alexandra (Eds.), The New Social Theory-Reader: Contemporary Debates. London and New York: Routledge.
- Chakarvati, U. (2006). Gendering Caste- Through a Feminist Lens. Kolkata: Stree.
- Chanana, K. (1998). Socialization, Women and Education: Explorations in Gender Identity. New Delhi: Orient Longman. (Chapters 1 & 4)
- Chaudhuri, M. (2004). Feminism in India: Issues in Contemporary Indian Feminism. New Delhi: Kali for Women.
- Chodrow, N. (1978). The Reproduction of Mothering. Berkeley: University of California Press.
- Connell, R. W. (2005). Masculinities. London: Blackwell.
- Cooke, M. (2016). Women and the Arab Spring: A Transnational Feminist Analysis. New York: Palgrave Macmillan.
- Crenshaw, K. (1997). Intersectionality and identity politics: Learning from Violence against Women of Colour. In M. L. Shanley & M. Narayan (Eds.), Reconstructing Political Theory: Feminist Perspectives (pp. 178-193). Pennsylvania: Pennsylvania State University Press.
- Dube, L. (2001). Anthropological Explorations in Gender. New Delhi: Sage.
- Edinburgh University Press (Eds.). (Intro, Chap-1, 6, 10).
- Flavia, A. (2006). Law and Gender Inequality. New Delhi: Oxford University Press.
- Fuss, D. (2001). Theorizing hetero and homosexuality. In S. Seidman & N. Shah (Eds.),
- Gandhi, N., & Shah, N. (1992). The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali for Women.
- Geetha, V. (2002). Gender (Theorizing feminism). Calcutta: Stree.
- Geetha, V. (2007). Patriarchy. Calcutta: Stree.

22. Harding, S. (2004). *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge.
23. Hasan, Z., & Menon, R. (2004). *Unequal Citizens: A Study of Muslim Women in*.
24. Holmes, M. (2007). *What is Gender? Sociological Approaches*. UK: Sage.
25. Jackson, S., & Jones, J. (1998). *Contemporary Feminist Theories*. UK.
26. Janaki, N., & John, M. (1998). *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
27. Judith, G. (1999). *Fundamental Feminism: Contesting the Core Concept of Feminist*. [Include city and publisher]
28. Kabir, N. (1994). *Reverse Realities: Gender Hierarchies and Development*.
29. Khamis, S. (2011). The Arab “feminist spring”? *Feminist Studies*, 37(3),
30. Khullar, M. (Ed.). (2005). *Writing the Women’s Movement: A Reader*. New Delhi: Kali for Women.
31. Kozma, T. (2012). Understanding Gender Mainstreaming in Modern Law Enforcement. *Connections*, 11(2), [Include page numbers].
32. Menon, N. (2012). *Seeing like a Feminist*. India: Penguin.
33. Merinissi, F. (2011). Beyond the Veil: Male-Female Dynamics in Muslim
34. Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anti-capitalist Struggles. *Journal of Women in Culture and Society*, 28(2), 499-535.
35. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
36. Prugl, E. (2010). Feminism and Postmodern State: Gender Mainstreaming in.
37. Rege, S. (1998). Dalit Women Talk Differently. *Economic and Political Weekly*, 33(44), WS39-WS46.
38. Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological*.
39. Sangari, K., & Vaid, S. (1989). *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali.
40. Saunders, K. (Ed.). (2004). *Feminist Post Development Thought*. Chicago: Zed.
41. Seesan, A. S. (2005). *Gender Talk: Feminism Discourse and Conversion*.
42. Seidman, S. (2001). From identity to Queer politics. In S. Seidman & J. C. Alexandra (Eds.),
43. Sharma, U. (1983). *Women, Work and Property in North-West India*.
44. Sprenger, & Symington. (Eds.). (2004). *The future of Women’s Rights: Global Visions and Strategies*. Delhi: Zed Books.
45. Stevi, J., & Scott, S. (2002). *Gender: A Sociological Reader*. London: Routledge.
46. Stotzer, R. L. (2014). Sexual orientation and/or gender identity/Expression discrimination and victimization among self-identified LGBTQI native Hawaiians in Hawai’I. *Journal of Indigenous Social Development*, 3(1).
47. Tong, R. (1989). *Feminist Thought: A Comprehensive Introduction*. Colorado: Westview Press.
48. Wadood, A. (1999). *Quran and Women: Rereading the Sacred text from a Woman’s Perspective*. New York: Oxford University Press.
49. Walby, S. (1989). *Theorizing Patriarchy*. *British Sociological Association*, 23(2), 213-234.
50. Webster, F. (2006). Gender mainstreaming: Its role in addressing gender inequality in Jamaica. *Caribbean Quarterly*, 52(2).
51. Wharton, A. S. (2005). *The Sociology of Gender*. UK: Blackwell.

**SEMESTER II****SOC-101-DE-52030: SOCIOLOGY OF MARGINALIZED COMMUNITIES (Elective-3)**

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

**Learning Objectives**

LO1: The course aims at acquainting the students to the sociological study of the marginalized communities like Dalits, tribes and nomadic groups.

LO2: Recognize different marginalized groups, including racial and ethnic minorities, LGBTQ+ individuals, people with disabilities, the elderly, and economically disadvantaged populations.

LO2: Understand the intersections of race, class, gender, sexuality, and other social categories in creating complex forms of marginalization.

**Course Outcomes**

CO1: Students will comprehend sociological theories and methods relevant to studying marginalized communities like Dalits, tribes, and nomadic groups.

CO2: They will acquire in-depth knowledge of the socio-cultural, economic, and political dimensions specific to these marginalized groups.

CO3: Critical outlook to examine structural factors contributing to marginalization.

CO4: Develop empathy and perspective-taking by exploring the lived experiences and resilience strategies of these communities, fostering a deeper understanding of social exclusion and discrimination.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Culture and Climate Marginalization and its socio-economic indices</b> 1. Meaning, Nature and Scope; 2. Basic Concepts: Poverty, relative isolation, deprivation, educational backwardness, inequality.	15	1, 2
2	<b>Perspectives on marginalization</b> 1. Role of ideology in marginalization; 2. Caste system and marginalization: G. S. Ghurye, Louis Dumont, M. N. Srinivas, Verrier Elwin; 3. Views of Mahatma Gandhi, Jotibharao Phule, Erode Venkatappa Ramasamy Periyar, Babasaheb Ambedkar, Rammanohar Lohia.	15	2, 3, 4
3	<b>The social structure and culture of marginalized communities</b> 1. Status of SC, ST, nomadic communities, religious minorities, PVTGs; 2. Problems of social mobility; development and identity; 3. Marginalization in Northeast India	15	2, 3



4	<b>Marginalization and affirmative action</b> 1. Constitutional and Legal provisions; 2. Implementation and impact of affirmative action on marginalized communities; 3. Limitation and Critical Appraisal.	15	3, 4
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	1	1	2	2	1	-	2	1	1	3
CO2	3	2	2	2	1	1	2	3	1	-	3	3	2	2
CO3	2	3	2	3	2	2	2	3	2	1	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	2.25	1.75	2	2	1.5	2.25	2.25	2.5	1.25	2	2.5	2.5	2	2.5

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

### Suggested Readings:

1. Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
2. Beteille, A. (1992). *The Backward Classes in Contemporary India*. Delhi: Oxford University Press.
3. Charsley, S. R., & Karanth, G. K. (Eds.). (1998). *Challenging Untouchability*. Delhi: Sage.
4. Chaudhuri, S. N. (1988). *Changing Status of Depressed Castes in Contemporary India*. Delhi: Daya Publishing House.
5. Gore, M. S. (1993). *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*. New Delhi: Sage.
6. Gupta, D. (1991). *Social Stratification*. New Delhi: Oxford University Press.
7. Jogdand, P. G. (2000). *New Economic Policy and Dalits*. Jaipur: Rawat.
8. Jogdand, P. C. (1991). *Dalit Movement in Maharashtra*. New Delhi: Kanak Publications.
9. Kikhi, K., & Gautam, D. R. (Eds.). (2023). *Marginality in India: Perspectives of Marginalisation from the Northeast*. Taylor & Francis.
10. Mahajan, G. (1998). *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.
11. Omvedt, G. (1995). *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. New Delhi: Orient Longman.
12. Omvedt, G. (1999). *Dalits and the Democratic Revolution*. New Delhi: Sage.
13. Oommen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage.
14. Shah, C. (1990). *Social Movements in India: A Review of Literature*. Delhi: Sage.
15. Singh, K. S. (1998). *The Scheduled Castes*. Delhi: Anthropological Survey of India.
16. Singh, K. S. (1995). *The Scheduled Tribes*. Delhi: Oxford University Press.
17. Western India (1976). Bombay: Scientific Socialist Educational Trust.
18. Zelliot, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

**SEMESTER II****SOC-101-RC-5210: RESEARCH AND PUBLICATION ETHICS**

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

**Learning Objectives**

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

**Course Outcomes**

CO1: To orient students towards nature of publication ethics and moral standards.

CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Ethics and Publication</b> 1. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches; 2. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements 3. and Reactions.	15	1, 2
2	<b>Scientific Conduct</b> 1. Ethics with Respect to Science and Research; 2. Intellectual Honesty and Research Integrity; 3. Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	<b>Publication Ethics</b> 1. Publication Ethics: Definition, Introduction and Importance; 2. Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc.; 3. Conflicts of Interest.	15	3
4	<b>Publication Misconduct</b> 1. Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types; 2. Violation of Publication Ethics, Authorship and Contributorship; 3. Identification of Publication Misconduct, Complaints and Appeals. 4. Predatory Publishers and Journals.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	3	2	1	1	2	2	1	-	3
CO2	1	1	2	2	2	3	3	1	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	1	1	2	2.5	2.5	2.75	2.5	1.5	1.25	2.25	2.5	2.5	2.25	2.5

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

**Books/Journal Articles Suggested Readings:**

1. Bird, A. (2006). *Philosophy of Science*. Routledge.
2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.
3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009).
5. *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
6. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1—10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

**Note:** Students might also opt for MOOC's equivalent courses.

# **SEMESTER – III**

## **(COURSE WORK & RESEARCH)**

**SEMESTER III****SOC-101-CW-61010: THEORETICAL PERSPECTIVES IN SOCIOLOGY (Coursework-1)**

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

**Learning Objectives**

LO1: Critical understanding of mainstream theories and gave a new dimension to look at structure-agency relationship with focus on societal crisis of contemporary world.

LO2: Understand the social, cultural, and intellectual contexts that gave rise to different sociological perspectives.

LO3: Apply sociological theories to analyze and explain contemporary social issues and phenomena.

**Course Outcomes**

CO1: Students will acquire understanding of Sociological theories that would be useful for research in the future.

CO2: . Identify the theoretical base and draw the practical relevance.

CO3: Gain insight into various theoretical perspectives within sociology, enhancing critical analysis and interpretation skills.

CO4: Understand contemporary trends in sociological theory, enabling the recognition and analysis of current developments in the field.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Functionalism and Neo-Functionalism</b> 1. Talcott Parsons: System Theory; 2. R.K. Merton: Middle Range Theory; 3. Jaffrey Alexander: Neo functionalism.	15	1, 2, 3, 4
2	<b>Conflict Theory, Neo-Marxism and Critical Theory</b> 1. Ralf Dahrendorf: Authority; 2. Louis Althusser: Ideology state apparatus; 3. Jurgen Habermas: Communicative Action.	15	1, 2, 3, 4
3	<b>Symbolic Interactionism, Ethnomethodology, Phenomenology</b> 1. G.H. Mead; 2. Garfinkel; 3. Goffman; 4. Alfred Schutz.	15	1, 2, 3, 4

4	<b>Social Structuralism, Post- Structuralism and Post-Modernism</b> 1. Claude Levi Strauss: Structuralism; 2. M. Foucault: Theory of Power; 3. Anthony Giddens: Consequences of Modernity.	15	1, 2, 3, 4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	3	1	2	2	1	-	2	2	1	-	3
CO2	2	2	1	2	1	2	3	1	-	2	3	3	3	2
CO3	3	1	2	2	1	1	2	2	2	-	3	2	3	2
CO4	2	1	2	3	2	2	2	2	2	-	2	3	3	3
Average	2.5	2	2.25	2.5	1.25	1.75	2.25	1.5	1	1	2.5	2.25	1.5	2.5

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

### Suggested Readings:

- Adorno, Theodor. (1991). *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge.
- Alexander, Jeffrey C. (1998). *Neofunctionalism and After: Collected Readings*. John Wiley and Sons.
- Althusser, Louis. (2014). *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*. London: Verso.
- Blumer, Herbert. (1969). *Symbolic Interactionism: Perspective and Method*. California: University of California Press.
- Bourdieu, Pierre. (2013). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
- Coser, Lewis. (2001). *The Functions of Social Conflict*. Oxon: Routledge.
- Dahrendorf, Ralf. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Garfinkel, Harold. (1984). *Studies in Ethnomethodology*. London: Polity Press.
- Giddens, Anthony, & Turner, J.H. (Eds.). (1988). *Social Theory Today*. Stanford: Stanford University Press.
- Giddens, Anthony. (1984). *The Constitution of Society: Outline of the Theory of Structuration*. Cambridge: Polity Press.
- Goffman, Erving. (1990). *The Presentation of Self in Everyday Life*. London: Penguin Books.
- Gramsci, Antonio. (2014). *Selections from the Prison Notebooks*. New Delhi: Aakar Books.
- Held, David. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Cambridge: Polity Press.
- Hobsbawm, Eric. (2011). *How to Change the World: Reflections on Marx and Marxism*. New Haven: Yale University Press.
- Horkheimer, Max. (2002). *Critical Theory: Selected Essays*. New York: Continuum.
- Howarth, David R. (2013). *Poststructuralism and After: Structure, Subjectivity and Power*. New York: Palgrave Macmillan.
- Levi-Strauss, Claude. (1983). *Structural Anthropology*. Chicago: University of Chicago Press.
- Parsons, Talcott. (2005). *The Social System*. London: Routledge.
- Ritzer, George, & Goodman, Douglas G. (2004). *Modern Sociological Theory*. New Delhi: McGraw-Hill.
- Williams, James. (2005). *Understanding Post-structuralism*. Oxon: Routledge.

**SEMESTER III****SOC-101-CW-61020: PERSPECTIVES ON INDIAN SOCIOLOGY (Coursework-2)**

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

**Learning Objectives**

LO1: This course aims to sensitize and gain sociological understanding of Indian society.

LO2: Gain knowledge of key sociological theories and concepts, with a focus on their application to Indian society.

LO3: Study the role and impact of major social institutions in India, such as family, marriage, religion, education, and economy.

**Course Outcomes**

CO1: Acquire comprehensive understanding of diversity within Indian society.

CO2: Recognize the array of theoretical viewpoints, conceptual challenges, and ongoing debates concerning the study of Indian society.

CO3: Understand the course of social change and evolution in India.

CO4: Demonstrate the capacity to utilize their understanding, analytical abilities, and research aptitude for conducting independent research on Indian society in the future.

**Course Contents**

Unit No.	Content	Contact Hours	CO
1	<b>The Historical Background of the Emergence of Indian Sociology</b> 1. Development of Sociology in India; 2. Sociology and Social Anthropology in India; 3. Institutionalization of Sociology in India.	15	1, 2
2	<b>Perspectives on Indian Society</b> 1. Indological (G.S. Ghurye and Louis Dumont); 2. Functionalist (M.N. Srinivas and S.C. Dube); 3. Marxist (D.P. Mukherjee, A.R. Desai and R.K. Mukherjee); 4. Subaltern (Ranjeet Guha, B.R. Ambedkar and David Hardiman.	15	2, 3
3	<b>The Caste System and Class in India</b> 1. Meaning and Nature of Caste System; 2. Meaning Varna and Jati; 3. Meaning of Dominant Caste; 4. Constitutional Provisions; 5. Emergence of Class System in India.	15	3

4	<b>Tribe</b> 1. Characteristics of Tribe; 2. Tribe-Caste Interaction; 3. Regional Variations in Tribe-Caste Interaction; 4. Constitutional Provisions; 5. Clan System.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	3	2	2	1	2	1	2	1	2	1	1	3
CO2	1	1	3	2	2	1	2	1	2	1	3	3	3	2
CO3	1	-	3	2	2	1	2	1	2	2	3	2	3	2
CO4	1	3	3	2	3	3	2	1	2	2	2	3	3	3
Average	1	1.25	3	2	2.25	1.75	2	1	2	2	2.5	2.25	2.5	2.5

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

#### Suggested Readings:

1. Ambedkar, B. R. (2002). *Castes in India: Their Mechanism, Genesis and Development*. In V. Rodrigues (Ed.), *The Essential Writings of B.R. Ambedkar*. Delhi: OUP.
2. Banerjee, P. (2016). Writing the Adivasi: Some Historiographical Notes. *Indian Economic and Social History Review*, 53(1), 1-23.
3. Beteille, A. (1986). The Concept of Tribe with Special Reference to India. *Journal of European Sociology*, 27(02), 296-318.
4. Chakravarty, U. (1993). Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste Class and State. *Economic and Political Weekly*, 28(14), 579-585.
5. Choudhury, M. (2010). Introduction. In *Sociology in India: Intellectual and Institutional Practices*. Delhi: Rawat Publications.
6. Das, V. (Ed.). *Handbook of Indian Sociology*. Delhi: Oxford University Press.
7. Deshpande, S. (2004). Introduction. In *Contemporary India: A Sociological View*. Delhi: Viking.
8. Dumont, L., & Pocock, D. F. (1957). For a Sociology of India. *Contributions to Indian Sociology*, 1, 7-22.
9. Dumont, L., & Pocock, D. F. (1970). *Homo Hierarchicus: The Caste System and Its Implications*. Delhi: OUP.
10. Elwin, V. (1944). *The Aborigines*. Bombay: OUP.
11. Ghurye, G. S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.
12. Ghurye, G. S. (1990). *Caste and Race in India*. Bombay: Popular Prakashan.
13. Karlekar, M. (2004). Domestic Violence. In V. Das (Ed.), *Handbook of Indian Sociology*. Delhi: Oxford University Press.
14. Mandelbaum, D. (2005). *Society in India, Vols. 1 & 2*. New Delhi: Sage (Selected Chapters).
15. Mencher, J. P. (1974). The Caste System Upside Down or the Not-So-Mysterious. *Current Anthropology*, 15(4), 469-493.
16. Patel, S. (2011). *Doing Sociology in India: Genealogies, Locations, and Practices*. Delhi: Oxford University Press.
17. Radhakrishnan, M. (Ed.) (2016). *Citizens First: Studies on Adivasis, Tribals and Indigenous Peoples in India*. Delhi: Oxford University Press.



18. Shah, A. M. (1973). *The Household Dimension of the Family in India*. Delhi: Orient Longman.
19. Sharma, U. (1994). Dowry in North India: Its Consequences for Women. In P. Uberoi (Ed.), *Family Kinship and Marriage in India*. Delhi: Oxford University Press.
20. Srinivas, M. N. (1987). *The Dominant Caste and Other Essays*. New Delhi: OUP.
21. Uberoi, P. (Ed.) (1994). *Family Kinship and Marriage in India*. Delhi: Oxford University Press.
22. Xaxa, V. (1999). Transformations of Tribe in India. *Economic and Political Weekly*, 34(24), 1519-1524

**SEMESTER III****SOC-101-CW-61030: CONTEMPORARY TRENDS IN INDIAN SOCIETY (Coursework-3)**

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

**Learning Objectives**

LO1: Comprehend the major social, economic, political, and cultural changes occurring in contemporary Indian society.

LO2: Understand the impacts of economic liberalization, industrialization, and urbanization in Indian society.

LO2: Foster critical thinking by examining sociological perspectives on contemporary issues.

**Course Outcomes**

CO1: Students will be sensitized to the emerging social issues and problems in Indian society, fostering awareness and understanding of their complexities.

CO2: Students will analyze the underlying causes and implications of these issues, developing critical thinking skills to assess their significance.

CO3: Through exploration of potential solutions and interventions, students will cultivate problem-solving abilities to address these social challenges effectively.

CO4: They will develop empathy and a sense of social responsibility, empowering them to actively engage in efforts aimed at promoting social justice and positive change in their communities.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Language, Religion and Region in India</b> 1. India Languages in Context to India; 2. Religions and Communalism in India; 3. Regions and Regionalism in.	15	1, 2
2	<b>Nation-Building in India</b> 1. Nation and Nationalism; 2. Significance of National Integration for India.	15	3

3	<b>Social Change in India</b> 1 Modernisation, Globalisation and Westernisation; 2 Universalisation and Rural-Urban Interface.	15	3
4	<b>Social Issues and Problems in India</b> 1. Youth Unrest; 2. Corruption; 3. Insurgencies; 4. Racism.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	2	3	2	1	-	2	2	1	-	3
CO2	1	1	2	2	2	3	3	-	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	3	-	3	2	3	3	3
Average	1	1	2	2.5	2.25	2.75	2.5	1.5	0.75	2.25	2.5	2.5	2.25	2.5

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

**Suggested Readings:**

1. Aloysius, G. (1999). *Nationalism without a Nation in India*. Delhi: Oxford University Press.
2. Beals, A., & Marriott, M. (1955). *Little communities in an indigenous civilisation in village India: studies in little communities*. Chicago: Chicago University Press.
3. Beteille, A. (1974). *Studies in agrarian social structure*. Delhi: Oxford University Press.
4. Bhowmik, S., & More, N. (2001). Coping with poverty: ex-textile mill workers in central Mumbai. In *Economic and Political Weekly*, 36(52), 4822-4827.
5. Breman, J. (1996). *Footloose labour: working in India's informal economy*. Cambridge: Cambridge University Press.
6. Corbridge, S., & Harriss, J. (2000). *Reinventing India: liberalisation, Hindu nationalism and popular democracy*. Delhi: OUP.
7. Das, V. (Ed.). (Handbook of Indian sociology). Delhi: Oxford University Press.
8. Desai, A. R. (2009). *Social background of Indian nationalism*. Mumbai: Popular Prakashan. (Preface, Prologue & Epilogue).
9. Ghai, A. (Ed.). (2018). *Disability in South Asia*. Delhi: Sage. (Selected Chapters).
10. Guru, G. (2001). Dalits: reflections on the search for inclusion. In P. Dsouza (Ed.), *Contemporary India: transitions*. Sage Publications. New Delhi.
11. Harriss-White, B. (2004). *India working: essays on society*. Cambridge: Cambridge University Press. (Chapters 1-2).
12. Jodhka, S. (2002). *Communities and community and identities: contemporary discourses on culture and politics in India*. New Delhi: Sage.
13. Joshi, C. (2003). *Lost worlds: Indian labour and its forgotten histories*. New Delhi: Permanent Black. (Chapters 1 and 2).
14. Lerche, J. (2013). The agrarian question in neoliberal India: agrarian transition bypassed? In *Journal of Agrarian Change*, 13(3), 382-404.
15. Menon, N. (2000). 'Elusive Woman: Feminism and Women's Reservation Bill'. *Economic Political Weekly*, 35(43-44), 3835-3844.
16. Narain, A., & Bhan, G. (Eds.). (2005). *Because I have a voice: queer politics in India*. New Delhi: Yoda Press.
17. Srinivas, M. N. (1990). *Social change in modern India*. New Delhi: Orient Longman

**SEMESTER III****SOC-101-CC-61040: SOCIOLOGY OF NORTH-EAST INDIA (Coursework-4)**

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

**Learning Objectives**

LO1: This course is designed to introduce students to the social and political processes that shape the Northeast region of India.

LO2: It provides a historical context for understanding the concept of northeast India and the formation of its political and socio-cultural landscape. Students will learn about the traditional land relations that have long been a cornerstone of social organization in the region, as well as the changes and emerging consequences resulting from the evolution of these relations.

LO3: Additionally, the course aims to familiarize students with contemporary socio-political processes and the challenges they pose to the state.

**Course Outcomes**

CO1: Understand the historical evolution of the Northeast region of India and its significance in the socio-political context.

CO2: Analyze the concept of Northeast India and its implications for social and political formations within the region.

CO3: Evaluate the changes in traditional land relations and the resulting socio-cultural consequences.

CO4: Demonstrate awareness of contemporary socio-political processes in the Northeast region.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Conceptualising North-East India</b> 1. Conceptualising the term North-East; Historical Background of Sociology; 2. The historicity of the term North-East and the political transformation of the region; 3. Colonial construction of the North East as a frontier region and transformation of the region to a periphery and a security frontier; 4. Organization and Re-organizations of States.	15	1, 2
2	<b>Social and Political Institutions in North-East India</b> 1. Tribes, Castes, and their interface; 2. Types of Local Self Governance System and Changing Aspects; 3. Traditional Land relations and Changing Aspects.	15	2, 3, 4
3	<b>Socio-cultural Dimension and Economic Development with Specific Reference to Arunachal Pradesh</b> 1. Tribal communities: social structure, customs, and traditions; 2. Economic challenges: infrastructure, connectivity, and resource exploitation;	15	2, 3, 4

	3. Role of government policies and schemes in promoting socio-economic development; 4. Debates on development paradigms: growth vs. sustainability;		
4	<b>Issues in North-East India</b> 1. Ethnicity and Autonomy; 2. Development Induced Displacement; 3. Border Dispute; 4. Issue of Immigration.	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	-	1	-	-	3	-	-	1	3	1	-	1
CO2	2	1	3	3	1	1	2	1	-	1	1	3	1	1
CO3	1	3	3	3	1	2	3	1	-	-	2	2	1	1
CO4	1	3	2	2	1	2	3	1	-	1	1	3	1	1
Average	1.25	2.25	2	2.25	0.75	1.25	2.75	0.75	-	0.75	1.75	2.25	0.75	1

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

### Suggested Readings:

1. Aloysious, G. (2013). *Conceptualizing the Region*. New Delhi: Critical Quest.
2. Barpujari, H. K. (1990). *The Comprehensive History of Assam: From the Pre-Historic Times to Twelfth Century, A.D. (Vol. 1-5)*. Guwahati: Publication Board.
3. Baruah, S. (1999). *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.
4. Baruah, Sanjib. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. New Delhi: Oxford University Press.
5. Bhowmik, Subir. (2009). *Troubled Periphery: Crisis of India's Northeast*. New Delhi: Sage Publications.
6. Chaube, S. K. (1999). *Hill Politics in Northeast India*. New Delhi: Orient Longman.
7. Dutta, B.B. (1987). *Land Relations in Northeast India*. Delhi: People's Publishing House.
8. Guha, Amalendu. (1991). *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: CSSS.
9. Guha, Amalendu. (1991). *Medieval and Early Colonial Assam: Society, Polity, Economy*. CSSS.
10. Guha, Amalendu. (2014). *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*. New Delhi: Tulika Books.
11. Karna, M. N. (2004). *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency.
12. Misra, Udayan. (2000). *Periphery Strikes Back: The Challenges to the Nation State in Assam*. Shimla: IIAS (Introduction).
13. Nag, Sajal. (2002). *Contesting Marginality: Ethnicity, Insurgency, and Subnationalism in Northeast India*. New Delhi: Manohar Books.
14. Nongbri, Tiplut. (1988). "Gender and Khasi Family Structure: Some Implication of the Meghalaya Succession to Self-Acquired Property Act, 1984". *Sociological Bulletin*, 37(1/2), 71-82.
15. Nuh, V. K. (2016). *The Naga Chronicle*. New Delhi: Astral Publications.

16. Ray, Datta, & Agrawal, S. P. (2012). *Reorganization of Northeast India since 1947*. New Delhi: Concept Publications.
17. Scot, James. (2010). *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Delhi: Orient Blackswan.
18. Sharma, C. K. (2012). "The Immigration Issue in Assam and Conflicts around it". *Asian Ethnicity*, 13(3), 306-7.
19. Sharma, C.K. (2010). "Religion and Social Change: Neo-vaishnavism vis-à-vis the Tribal Groups in the Brahmaputra Valley". In D. Nath (Ed.), *Religion and Society in North East India*. Guwahati/Delhi: DVS Publishers.
20. Van Schendel, Willem. (2005). *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press.
21. Verghese, B. G. (1996). *India's Northeast Resurgent: Ethnicity, Insurgency, Governance, Development*. New Delhi: Konark Publishers.
22. Zou, David Vamlulian, & Kumar, Satish. (2011). "Mapping A Colonial Borderland: Objectifying the Geo-Body of Northeast India". *The Journal of Asian Studies*, 70(1), 140-170.

**SEMESTER III****SOC-101-CW-61050: SOCIOLOGY OF HEALTH AND SANITATION (Coursework 5)**

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

**Learning Objectives**

LO1: The objective of this paper is to expose the students to the concepts of health and sanitation its comprehensive relation with society and to acquaint the students about the role of state in the field of health.

LO2: Gain knowledge of key sociological theories and concepts related to health, illness, sanitation and well being.

LO3: Analyze the social, economic, cultural, and environmental factors that influence health outcomes.

**Course Outcomes**

CO1: To sensitize students to health-related issues.

CO2: To understand the issues related to public health and social medicine.

CO3: To understand the role of the state in the healthcare in India.

CO4: To make aware the health and sanitation conditions in India.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Meaning and relationship between health and sociology;</li> <li>2. Social aspects of health and illness;</li> <li>3. Significance of medical sociology.</li> </ol>	15	1, 2
2	<b>Organization of Health Services</b> <ol style="list-style-type: none"> <li>1. Medical services; Role of physician and nurses in a changing society;</li> <li>2. Role of patients and family members – medical compliance;</li> <li>3. Public health and social medicine.</li> </ol>	15	3
3	<b>Health and Sanitation</b> <ol style="list-style-type: none"> <li>1. Health programmes and Social legislations in health care in India;</li> <li>2. Origin and scope of Sociology of Sanitation;</li> <li>3. Problem of environmental sanitation in India.</li> </ol>	15	3
4	<b>Sanitation and Society</b> <ol style="list-style-type: none"> <li>1. Social construction of Hygiene and Sanitation;</li> <li>2. Scavenging castes and Social deprivation;</li> <li>3. Sanitation and dignity of women.</li> </ol>	15	4



## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

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

**Suggested Readings:**

1. Bagela, A. S. (2015). *Swachhata Ka Samajshasta*. New Delhi: Kalpaz Publications.
2. Nagla, B. K. (2015). *Sociology of Sanitation*. New Delhi: Kalpaz Publications.
3. Nagla, M. (Year). *Sociology of Health and Medicine*. New Delhi: Kalpaz Publications.
4. Nayar, K. R. (1998). *Ecology and Health: A System Approach*. New Delhi: APH Publishing.
5. Pathak, B. (2015). *Sociology of Sanitation*. New Delhi: Kalpaz Publications.
6. Rao, M. (1999). *Disinvesting in Health: The World Bank's Prescription for Health*. New Delhi: Sage
7. Saxena, A. (2015). *Sociology of Sanitation: Themes and Perspectives*. New Delhi: Kalpaz Publications

# **SEMESTER – IV**

## **(COURSE WORK & RESEARCH)**

**SEMESTER IV**  
**SOC-3101-RP-6210: RESEARCH PROJECT**

<b>Credit: 20; Contact Hours: 600;</b> <b>Full Marks: 300</b>
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**Learning Objectives**

- LO1: To developing an understanding about process of research work and its compilation.  
 LO2: To inculcate research aptitude among students for quality research work.

**Course Outcomes**

- CO1: Understand and comprehend the dynamic process of research plan and work.  
 CO2: Develop competencies and skill set necessary for being a researcher.  
 CO3: Ability to create new ideas for futuristic research work.  
 CO4: Inculcate an understanding of the psychosocial problems and type of methods to measure it.

**Research Project**

- The topic of the project work should be chosen within 15 days of commencement of the semester submitted to HoD office. Allocation of the supervisor will also be carried out by Departmental Council of the Department of Sociology (DCDP). DCDP will comprise of HoD as Chairman and other faculty members as council members. The allotment of supervisor will be done by the. Preference will be given to supervisor's consent during the allotment process.
- Further, the candidate will be required to submit a brief write up of the plan proposal within stipulated time. The preliminary work for dissertation (e.g., planning the research, selecting tools, etc.) should be completed preferably by the first sessional examination of Semester-IV.
- Data collection and analyses should be completed preferably by the second sessional examination. The writing of the dissertation should be completed preferably by the third sessional examination. The final evaluation of the dissertation will be done at the end semester examination which includes a presentation of the dissertation and the performance in the viva- voce.
- The dissertation work may involve laboratory research, fieldwork, survey research, case study or any other type of psychological research. Further, it may include one large study/experiment or several studies/experiments depending on the objectives of the research. The writing of dissertation must be in accordance with the Publication Manual of the American Psychological Association and should be not less than 60 pages including references and appendices.

**Scheme of Evaluation**

- The evaluation of the project work will be done in total 300 marks (240 marks end semester examination + 60 marks of sessional exams). The sessional component will be evaluated by the concerned supervisor. The end term evaluation (in 240 marks) will be done by a board of examiners including HoD, one external member and one internal member. The end term evaluation in 240 marks will include the literary and scientific presentation of the dissertation and the performance in the viva- voce.

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	3	3	-	-	1	3	-	1	-	2	2	1	-	3
<b>CO2</b>	3	-	3	-	3	3	-	1	-	2	3	3	3	2
<b>CO3</b>	3	-	-	-	3	3	2	2	2	-	3	2	3	2
<b>CO4</b>	-	2	-	3	-	-	2	2	2	-	2	3	3	3
<b>Average</b>	<b>2.25</b>	<b>1.25</b>	<b>0.75</b>	<b>0.75</b>	<b>1.75</b>	<b>2.25</b>	<b>1</b>	<b>1.5</b>	<b>1</b>	<b>1</b>	<b>2.5</b>	<b>2.25</b>	<b>1.5</b>	<b>2.5</b>

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

**Course Structure for PG  
Diploma in Sociology  
(Programme Code: SOC-1101) /  
Two Years M.A. in Sociology with Coursework  
(Programme Code: SOC-4101)**

NCrf Credit Level	Semester	Core Papers (Core Course/Elective)	Course Level	Credit	Total Credits	Max. Marks			Credit Distribution	Contact Hours
		Course Name				Internal	End Sem	Total	L: T: P	
6	Sem-I	SOC-101-CC-5110- Classical Sociological Thinkers	400	4	20	20	80	100	3:1:0	60
		SOC-101-CC-5120- Environmental Sociology	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5130- Sociology of Education	400	4		20	80	100	3:1:0	60
		SOC-101-CC-5140- Social Demography	400	4		20	80	100	3:1:0	60
		SOC-101-RC-5110- Methodology of Social Research	500	4		20	80	100	3:1:0	60
	Sem-II	SOC-101-CC-5210- Political Sociology	400	4	20	20	80	100	3:1:0	60
		SOC-101-DE-52010- Urban Sociology (Elective 1)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52020- Gender and Society (Elective 2)	500	4		20	80	100	3:1:0	60
		SOC-101-DE-52030- Sociology of Marginalized Communities (Elective 3)	500	4		20	80	100	3:1:0	60
		SOC-101-RC-5210- Research and Publication Ethics / MOOC's Equivalent	400	4		20	80	100	3:1:0	60
	Total				40					
Exit option with Post-Graduate Diploma in Sociology on completion of courses equal to a minimum of 40 credits or Entry to One Year M.A. in Sociology with Coursework										
6.5	Sem-III	SOC-101-CW-61010- Theoretical Perspectives in Sociology (Coursework 1)	500	4	20	20	80	100	3:1:0	60
		SOC-101-CW-61020- Perspectives on Indian Society (Coursework 2)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-61030- Contemporary Trends in Indian Society (Coursework 3)	500	4		20	80	100	3:1:0	60

**SYLLABUS OF PGP-SOC-23-24**

		SOC-101-CW-61040-Sociology of Northeast India (Coursework 4)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-61050-Sociology of Health and Sanitation (Coursework 5)	500	4		20	80	100	3:1:0	60
	<b>Sem-IV</b>	SOC-101-CW-62010-Rural Sociology (Coursework 6)	500	4	<b>20</b>	20	80	100	3:1:0	60
		SOC-101-CW-62020-Industrial Sociology (Coursework 7)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-62030-Criminology and Penology (Coursework 8)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-62040-Sociology of Sociology of Movement (Coursework 9)	500	4		20	80	100	3:1:0	60
		SOC-101-CW-62050-Religion and Society (Coursework 10)	500	4		20	80	100	3:1:0	60
				<b>80</b>	<b>80</b>					
	<b>Post-graduate Degree in Sociology with Coursework on completion of courses equal to a minimum of 80 credits</b>									

# **SEMESTER – I**

## **(COURSE WORK)**

**SEMESTER I****SOC-101-CC-5110: CLASSICAL SOCIOLOGICAL THINKERS**

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

**Learning Objectives**

LO1: This course intends to familiarize students about classical sociological thinkers and instill in them the major contributions and also tries to highlight the contemporary relevance.

LO2: Enhance analytical skills through the examination of complex sociological arguments and theoretical frameworks.

**Course Outcomes**

CO1: Gain proficiency in comprehending the original writings of sociological theorists.

CO2: Exercise critical analysis skills to evaluate the theoretical perspectives by various classical scholars.

CO3: Engage in reflective and critical examination of sociological theories.

CO4: Apply sociological theories effectively to interpret and understand social phenomena within real-world contexts.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Karl Marx</b> 1. Dialectal Materialism; 2. Alienation and Capitalism; 3. Capitalism and Freedom; 4. Commodity Production.	15	1, 2, 3, 4
2	<b>Emile Durkheim</b> 1. Sociology as Science; 2. Division of Labour; 3. Suicide; 4. Theory of Religion.	15	1, 2, 3, 4
3	<b>Max Weber</b> 1. Social Action; 2. Economy and Society; 3. Theory of Authority; 4. Verstehen.	15	1, 2, 3, 4
4	<b>George Simmel</b> 1. The Dyad and the Triad: forms of Social Interaction; 2. Conflict Perspective; 3. Social differentiation and hierarchy; 4. Social networks and social capital.	15	1, 2, 3, 4



## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	2	-	-	1	-	-	-	3	1	-	1
CO2	3	1	3	3	1	2	2	2	-	-	1	3	1	1
CO3	2	1	2	3	1	2	3	2	-	1	1	2	1	1
CO4	1	2	3	2	1	2	3	2	-	1	1	3	1	1
Average	2.25	1.25	2.5	2.25	0.75	1.5	2.25	1.5	-	0.5	1.5	2.25	0.75	1

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

**Suggested Readings:**

1. Aron, Raymond. (1998). *Main Currents in Sociological Thought, Vol. I. &2*. New York: Routledge.
2. Bottomore, Tom (Ed). (2016). *A Dictionary of Marxist Thought*. New Delhi: Wiley India.
3. Bottomore, Tom. (1985). *Theories of Modern Capitalism*. New York: Routledge.
4. Durkheim, Emile. (2002). *Suicide: A Study in Sociology*. New York: Routledge.
5. Durkheim, Emile. (2013). *The Rules of Sociological Method*. New York: Free Press.
6. Durkheim, Emile. (2014). *Division of Labour in Society*. New York: Free Press.
7. Gerth, H.H., & Mills, C.W. (1946). *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press.
8. Giddens, A. (1994). *Capitalism and Modern Social Theory*. New Delhi: Cambridge University Press.
9. Giddens, Anthony. (1994). *Capitalism and Modern Social Theory*. Cambridge: Cambridge University Press.
10. Marx, K., & Engels, F. (1976). *The Manifesto of the Communist Party*. In Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
11. Marx, Karl. (1864). *Pre-Capitalist Economic Formation*. London: Lawrence and Wishart.
12. Marx, Karl. (1867). *Capital Vol 1*. London: Penguin Books.
13. Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.
14. Weber, Max. (1978). *Economy and Society*. California: University of California Press.
15. Weber, Max. (2005). *The Protestant Ethic and the Spirit of Capitalism*. New York: Routledge Kegan & Paul

**SEMESTER I****SOC-101-CC-5120: ENVIRONMENTAL SOCIOLOGY**

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

**Learning Objectives**

LO1: The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface.

LO2: It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary.

LO3: The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action.

**Course Outcomes**

CO1: Gain knowledge of sociological theories to analyze the environment-society relationship.

CO2: . Develop social skills for understanding and addressing environmental concerns and human suffering.

CO3: Critically assess debates on environment and development, focusing on justice, policy, and action.

Co4: Apply environmental sociology perspectives to analyze and propose solutions to contemporary environmental challenges.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Classical Sociological tradition</b> 1. Karl Marx, Emile Durkhiem and Max Weber on environmental concerns; 2. Environmental Sociology: The rise, decline and resurgence of environmental sociology; 3. 21st century paradigm; Synthesis of societal and environmental dialect.	15	1, 2
2	<b>Emerging Theoretical Parameters in Environmental Sociology</b> 1. Dunlap and Catton; 2. Ramachandra Guha; 3. Anthony Giddens; 4. Patrick Giddes.	15	3
3	<b>Environmental Issues and Global Implementation Efforts</b> 1. Demography and population; 2. WASH, Housing and Urbanisation; 3. Migration; 4. Migration.	15	3

4	<b>Environmental Issues and Sustainability</b> 1. Development Projects; 2. Displacement and Relocation; 3. Environmental Movements and Sustainability.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	1	2	2	1	1	2	2	1	1	3
CO2	1	1	3	1	3	3	2	1	1	2	3	3	3	2
CO3	2	-	1	2	3	3	2	2	1	1	3	2	3	2
CO4	2	2	2	3	2	2	2	2	1	1	2	3	3	3
Average	2	2	2	1.75	2.25	2.5	2	1.5	1	1.5	2	2.25	2.5	2.5

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

#### Suggested Readings:

1. Arnold, D., & Guha, R. G. (1955). *Nature, Culture, Imperialism*. Oxford: Oxford University Press.
2. Gadgil, M., & Guha, R. (1996). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. New Delhi: OUP.
3. Giddens, A. (1996). *Global Problems and Ecological Crisis in Introduction to Sociology*, 2nd Edition. New York: W.W. Norton and Co.
4. Munshi, I. (2000). "Environment" in *Sociological Theory. Sociological Bulletin*, 49(2).
5. Redclift, M. (1984). *Development and the Environmental Crisis*. New York: Meheun Co. Ltd.
6. Riordan, O. L. T. (1981). *Environmentalism*.
7. Schnaiberg, A. (1980). *The Environment*. New York: Oxford University Press.
8. Sharma, S. L. (1994). *Perspective on Sustainable Development in South Asia* in Samad (Ed.), *Perspectives on Sustainable Development in Asia*. Kuala Lumpur: ADIPA.
9. South Commission. (1989). *The Need to Re-orient Development Strategies and Development the Environment*. Delhi: Oxford University Press.
10. The state of India's Environment. (1985). *The Second Citizens Report*. New Delhi: Center for Science and Environment.
11. UNDP. *Sustainable Development*. New York: OUP.
12. World Commission on Environment and Development. (1987). *Our Common Future: Brutland Report*. New Delhi: Oxford University Press

**SEMESTER I**  
**SOC-101-CC-5130: SOCIOLOGY OF EDUCATION**

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

**Learning Objectives**

LO1: The course acquaints the students with major concepts, theoretical approaches and development of sociology of education.

LO2: It also focuses on some important aspects which are salient in any discussion of the interface between education and society.

**Course Outcomes**

CO1: Gain an understanding of the nature, characteristics, and scope of the Sociology of Education.

CO2: Identify diverse theoretical perspectives, concepts, and approaches within the Sociology of education.

CO3: Explore the relationship between education and society.

CO4: Reflect on the social dimensions of education and its dialectical relationship with the production and reproduction of various social structures, categories, and identities.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Sociology of Education: An Introduction</b> 1. Meaning, Definition, Nature, and Scope of Sociology of Education; 2. School as a system: Schooling as process; 3. Teacher as changes agent; 4. Formal, Informal and Non-formal Education.	15	1, 2
2	<b>Sociology of Education: Theoretical Perspectives</b> 1. Functionalist: Emile Durkheim and Talcott Parsons; 2. Marxian approach.	15	3
3	<b>Development of Educational System in India</b> 1. The growth of education in India- From tradition to modern period; 2. Basic education by Gandhi; 3. Higher Education, Adult Education; 4. Universalisation and Equality in Education.	15	3

4	<b>Educational Policies in India: Critical Perspectives</b> <ol style="list-style-type: none"> <li>Colonial India: Hunter Commission; Woods Commission and Macauley;</li> <li>Post Colonial India: 1948 onwards including Knowledge Commission;</li> <li>Obstacles for development of education in India.</li> </ol>	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	-	2	1	1	3	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	-	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.25	1.75	1	1.25	2.25	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

#### Suggested Readings:

- Acker, S. (1994). *Gendered Education: Sociological Reflections on Women*. Buckingham: Open University Press.
- Ahmad, K. (1984). *Social Context of Women's Education 1921-81*. In *New Frontiers in Higher Education*, No. 3, 1-35.
- Banks, J. A., & Lynch, J. (Eds.). (1986). *Multicultural Education in Western Societies*. London: Holt Saunders.
- Banks, O. (1971). *Sociology of Education* (2nd Ed.). London: Batsford.
- Blackledge, D., & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Crom Helm.
- Brint, S. (1998). *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
- Chanana, K. (1979). 'Towards a Study of Education and Social Change'. In *Economic and Political Weekly*, 27(14), 157-164.
- Chanana, K. (1988). *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Chitnis, S., & Altbach, P. G. (1993). *Higher Education Reform in India, Experience and Perspectives*. New Delhi: Sage.
- Craft, M. (Ed.). (1970). *Family, Class and Education: A Reader*. London: Longman.
- Doyal, L., & Watson, S. (1999). *Engendering Social Policy*. Buckingham: Open University Press.
- Dreze, J., & Sen, A. (1995). *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
- Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
- Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.
- Gandhi, M. K. (1962). *Problems of Education*. Ahmedabad: NavjeevanPrakashan.
- Gore, M. S., et al. (Eds.). (1975). *Papers on the Sociology of Education in India*. New Delhi: NCERT.
- Halsay, A. H., et al. (1961). *Education, Economy and Society: A Reader in the Sociology of Education*. New York: Free Press.
- Halsey, A. H., et al. (1997). *Education, Culture, Economy and Society*. Oxford: Oxford University Press.

19. Hurtado, S. (Ed.). (1998). 'Enhancing Campus Climates for Racial/Ethnic Diversity: Educational Policy and Practice'. In *The Receiving Higher Education*, 21(3), 279-302.
20. Illich, I. (1973). *Deschooling Society*. London: Penguin.
21. Jayaram, N. (1990). *Sociology of Education in India*. Jaipur: Rawat Publication.
22. Jefferey, R., & Basu, A. M. (1996). *Girls' Schooling, Women's Autonomy and Fertility Change in South Asia*. New Delhi: Sage.
23. Jejeebhoy, S. (1995). *Women's Education, Autonomy and Reproductive Behaviour*. Oxford: Clarendon Press.
24. Kamat, A. R. (1985). *Education and Social Change in India*. Bombay: Somaiya.
25. Karabel, J., & Halsey, A. H. (Eds.). (1977). *Powers and Ideology in Education*. New York: Oxford University Press.
26. Meighan, R., & Siraj-Blatchford, I. (1997). *A Sociology of Educating* (3rd Ed.). London: Cassell.
27. Naik, J. P. (1975). *Quality, Quantity and Equality in Education*. New Delhi: Allied Publishers.
28. Ramnathan, G. (Year). *From Dewey to Gandhian Economy*. Asia Publishing House.
29. Robinson, P. (1987). *Perspectives in the Sociology of Education: An Introduction*. London: Routledge and Kegan Paul.
30. Sen, A. (1992). *Inequality Re-examined*. Delhi: Oxford University Press.
31. Shatrugan, M. (1988). *Privatising Higher Education*. EPW, 2624.
32. Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methue

**SEMESTER I**  
**SOC-101-CC-5140: SOCIAL DEMOGRAPHY**

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

**Learning Objectives**

LO1: The objectives of this paper is to understand and to acquaint the students to the demographic features and trends of Indian society vis-à-vis World population.

LO2: Gain knowledge of key theories and concepts in social demography.

LO3: Understand the impact of social, economic, and cultural factors on fertility behaviors.

**Learning Outcomes**

CO1: Gain an understanding of the interface between population and society.

CO2: Familiarize students with various theoretical approaches to population studies.

CO3: Understanding Population growth, patterns and population processes.

CO4: Learn about different demographic processes and policies within the context of Indian society.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Population and Society</b> 1. Interface between population size and social development; 2. Concepts and measurement of population trends in the world and in India; 3. Population pyramid of India; 4. Social implications of age and sex in India.	15	1, 2
2	<b>Population theories and their critique</b> 1. Malthusian Theory; 2. Classical Theory; 3. Marxist theory; 4. Biological theory and Social theory.	15	2
3	<b>Growth of world human population</b> 1. History, distribution of world population; 2. Causes of population growth; 3. Population process; fertility, mortality and migration.	15	3
4	<b>Population planning, control and Policies appraisal in India</b> 1. Family and reproductive health; 2. Depopulation as a problem; Merits and demerits of depopulation; 3. Problems of implementing growth control measures and causes for success and failures; 4. Social dimensions of Population education.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	1	1	1	2	1	1	2	2	1	1	3
CO2	2	1	2	2	1	2	3	1	1	2	-	-	2	2
CO3	1	-	2	1	1	2	2	1	2	2	3	2	2	2
CO4	1	1	2	1	2	3	3	1	1	3	2	3	3	3
Average	1.25	0.75	1.75	1.25	1.25	2	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

**Suggested Readings:**

1. Bose, A. (1991). *Demographic Diversity of India*. Delhi: B.R. Publishing Corporation.
2. Census of India Reports
3. Chandrasekar, S. (Ed.). (1974). *Infant Mortality, Population Growth and Family Planning in India*. London: George Allen & Unwin Ltd.
4. Finkle, J. L., & McIntosh, C. A. (Eds.). (1994). *The New Policies of Population*. New York: The Population Council.
5. Hatcher, R., et al. (1997). *The Essentials of Contraceptive Technology*. Baltimore: John Hopkins School of Public Health.
6. Heer, D. (Year). *Society and Population*. Prentice Hall.
7. Premi, M. K., et al. (1983). *An Introduction to Social Demography*. Delhi: Vikas Publishing House.
8. Sharma, R. (1997). *Demography and Population Problems*. New Delhi: Atlantic Publishers.
9. Srivastava, O. S. (1994). *Demography and Population Studies*. New Delhi: Vikas Publishing House



**SEMESTER I****SOC-101-RC-5110- METHODOLOGY OF SOCIAL RESEARCH**

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

**Learning Objectives**

LO1: This course aims to provide exposure to the fundamentals of various research techniques and methods. It gives philosophical ideas underlying the emergence of different methodologies in social sciences.

LO2: Grasp the fundamental principles and concepts of social research.

LO3: The course also aims to inculcate practical skills of social research among the students.

**Course Outcomes**

CO1: Examine the principles and application of the 'Scientific' Method, alongside understanding the notions of objectivity and subjectivity in research.

CO2: Explore different theoretical perspectives and their implications for generating knowledge.

CO3: Familiarize with a range of methodologies suitable for studying various social phenomena, providing researchers/learners with diverse tools for investigation.

CO4: Develop critical thinking skills to evaluate the suitability and effectiveness of different research methodologies in addressing specific research questions and objectives.

**Course Content**

Unit No	Content	Contact Hours	CO
1	<b>Introduction to Social Research</b> 1. Emergence of social science research; 2. Positivism and Post-Positivist Approaches; 3. Ontology and Epistemology in social sciences; 4. Philosophy of Social Sciences.	15	1, 2
2	<b>Emergence of Empirical Logic</b> 1. Inductive and Deductive Reasoning; 2. Objectivity – Subjectivity debate; 3. Causality and Causation; 4. Reliability and Validity.	15	3
3	<b>Quantitative Methods</b> 1. Quantitative: Survey research; 2. Measurement and Scales; 3. Methods of Data Collection: Questionnaire, Schedule, Structured Interviews, Structured Observation; 4. Data analysis; 5. Report writing and Referencing.	15	3, 4

4	<b>Qualitative Approaches and Methods</b> 1. Ethnography; 2. Methods of Data Collection (Interviews, Observation (participant & non-participant); 3. Focus Group Discussion, Case Study, Oral History, Life History; 4. Content Analysis, Narrative Analysis, Conversational Analysis, Discourse Analysis.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	3	2	2	1	3	2	1	-	-	2	1	-	3
CO2	1	3	2	2	3	3	2	1	-	-	3	3	3	2
CO3	1	3	1	2	3	3	2	2	-	-	3	2	3	2
CO4	1	2	2	3	2	1	2	2	1	-	2	3	3	3
Average	1	2.75	1.75	2.25	2.25	2.5	2	1.5	0.25	-	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Fletcher, R. (Year). *Making of Sociology*. Publisher Location: Publisher.
2. Goode, J. W., & Hatt, P. K. (1987). *Methods in Social Research*. New York: McGraw-Hill Book Company.
3. Hughes, J. (1987). *The Philosophy of Social Research*. London: Longman.
4. Kuhn, T. S. (1970). *The Structures of Scientific Revolutions*. London: The University of Chicago Press.
5. Lin, N. (1976). *Foundations of Social Research*. New York: McGraw Hill Book Co.
6. Madge, J. (1970). *The Origins of Scientific Sociology*. London: Tavistock.
7. Popper, K. (1999). *The Logic of Scientific Discovery*. London: Routledge.
8. Sjoberg, G., & Nett, R. (1977). *Methodology of Social Research*. Jaipur: Rawat.
9. Young, P. V. (1988). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India Pvt. Ltd

# **SEMESTER – II**

## **(COURSE WORK)**

**SEMESTER II**  
**SOC-101-CC-5210: POLITICAL SOCIOLOGY**

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

**Learning Objectives**

LO1: Acquaint the students with the nature and functioning of political systems and political processes.

LO2: Gain knowledge of foundational theories and concepts in political sociology.

LO2: Analyze different forms of power and authority, including traditional, charismatic, and legal-rational authority.

**Course Outcomes**

CO1: Students will gain a thorough understanding of political systems and processes, including various forms of governance and mechanisms of political decision-making.

CO2: They will develop awareness of their roles and responsibilities as citizens, exploring concepts such as civic engagement, rights, and duties within democratic societies.

CO3: Through critical analysis, students will evaluate the prerequisites of a functioning democratic system, considering factors such as rule of law, political participation, and accountability.

CO4: Finally, they will assess the vulnerabilities of democratic systems, examining challenges such as corruption, populism, and threats to democratic norms and institutions.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction to Political Sociology</b> 1. Meaning and Scope; 2. Basic concepts: Political Culture, Political Socialisation, State, Civil Societies and Intellectuals; 3. Interrelationship between polity and society: Democratic and totalitarian.	15	1, 2
2	<b>Approaches to Political Sociology</b> 1. Marxian and Weberian; 2. Classical Theory of Elite; Pareto and Mosca; 3. Power Elite: C.W. Mills.	15	3
3	<b>Ethnicity and Identity</b> 1. Ethnicity: Concept and Emerging significance; 2. Race and Identity; 3. Territoriality and Autonomy: Movement in Northeast, Refugees Imbroglio.	15	3

4	<b>Political Process</b> 1. Caste and Communalism and Secularism; 2. Regionalism and Language; 3. Public opinion: Role of mass media; Politicisation of social life; 4. Clan and Matrimonial Alliances.	15	4
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	1	1	3	1	1	1	2	2	1	-	2
CO2	2	1	3	-	3	3	-	1	1	2	3	2	3	2
CO3	2	1	1	1	2	3	2	2	2	-	3	2	3	2
CO4	1	2	1	3	-	-	2	2	2	-	2	3	3	3
Average	1.75	1.75	1.25	1.25	1.5	2.25	1.25	1.5	1.5	1	2.5	2	1.5	2.25

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

### Suggested Readings:

1. Almond, A. G. et al. (1973). *Crises, Choice and Change: Historical Studies of Political Development*. Boston.
2. Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Beso, London.
3. Biswas, D. K. (1989). *Political Sociology*. Firma KLM Private, Calcutta.
4. Blau, P. (1956). *Bureaucracy in Modern Society*. Random House, New York.
5. Dowse, R. E., & Hughes. (1971). *Political Sociology*. New York: Basic Book.
6. Eisenstadt, S. N. (Ed.). (1971). *Political Sociology*. New York: Basic Book.
7. Horowitz, I. L. (1972). *Foundation of Political Sociology*. New York: Harper and Row.
8. Huntington, S. P. (1969). *Political Order in Changing Societies*. Yale University Press, New Haven.
9. Jangam, R. T. (1980). *Textbook of Political Sociology*. Oxford and IBH Publishing Company, New Delhi.
10. Key, V. O. (1964). *Politics, Parties and Pressure Groups*. Crowell, New York.
11. Kornhauser, W. (1971). *The Politics of Mass Society*. Penguin.
12. Kothari, R. (1979). *Politics in India*. Orient Longmans Ltd.
13. Kothari, R. (Ed.). (1973). *Caste in Indian Politics*. Orient Longmans Ltd.
14. Lipset, S. M. (1959). *Political Man*. H.E.B.
15. Marris, J. W. H. (1982). *Government and Politics in India*. Cambridge.
16. Merton, R. K. (Ed.). (1952). *Reader in Bureaucracy*. Glenco: The Free Press.
17. Michels, R. (1949). *Political Parties*. Glencoe Free Press.
18. Mills, C. W., & Gerth, H. (1946). *Essays in Sociology*. Oxford, New York.
19. Mitra, S. K. (1992). *Power, Protest and Participation: Local Elites and the Politics of Development in India*. Routledge.
20. Moore Jr., B. (1958). *Political Power and Social Theory*. Cambridge: Harvard University Press.
21. Riker, W. et al. (1973). *An Introduction to Positive Political Theory*. Englewood, Cliff.
22. Runciman, W. G. (1965). *Social Sciences and Political Theory*. Cambridge University Press, London.

**SEMESTER II****SOC-101-DE-52010: URBAN SOCIOLOGY (ELECTIVE-1)**

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

**Learning Objectives**

LO1: Understand the historical development and evolution of urban areas and urbanization processes.

LO2: Gain knowledge of theories and concepts in urban sociology.

LO3: Identify and analyze key urban issues, such as poverty, housing, crime, transportation, and public health.

**Course Outcomes**

CO1: Students will be able to apply sociological perspectives to examine the social structures, inequalities, and stratification within urban environments, and analyze their implications for urban residents and communities.

CO2: Students will be able to evaluate the spatial organization of cities and built environment, and assess how urban morphology shapes social interactions, identities, and experiences.

CO3: Critically assess urban social problems and challenges, including poverty, inequality, homelessness, crime, and environmental degradation, and propose potential solutions informed by sociological insights.

CO4: Examine the role of urban governance, planning, and policies in shaping the social fabric and dynamics of cities, and analyze their effectiveness in addressing urban issues.

**Course Contents**

Unit No.	Content	Contact Hours	CO
1	<b>Urban Sociology: An Introduction</b> 1. Meaning and Definition of Urban Sociology; 2. Nature, Scope and Significance; 3. Growth and development of urban sociology.	15	1, 2
2	<b>Theoretical Perspectives</b> 1. Chicago School; 2. Functionalism; 3. Conflict; 4. Historical and comparative.	15	2, 3
3	<b>Urbanization Process</b> 1. Socio-Cultural process; 2. Politico-Administrative Process; 3. Economic process.	15	2, 3

4	<b>Urban Issues and Problems</b> 1. Urban Slums; 2. Urban Housing; 3. Urban pollution and management; 4. Field Study.	15	4

#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	2	3	3	2	-	-	2	2	1	-	3
CO2	1	2	2	2	2	3	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	1.25	2	2	2.25	2.5	2.75	2.5	1.25	0.5	2.25	2.5	2.25	2.25	2.5

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

#### Suggested Readings:

1. Abrahamson, M. (1976). *Urban Sociology*. Englewood Cliffs, NJ: Prentice Hall.
2. Bharadwaj, R. K. (1974). *Urban Development in India*. New Delhi: National Publishing House.
3. Bose, A. (1978). *Studies in Indian Urbanisation 1901-1971*. Tata McGraw Hill.
4. Castells, M. (1977). *The Urban Question*. London: Edward Arnold.
5. Collingworth, J. B. (1972). *Problems of Urban Society Vol. 2*. London: George and Unwin Ltd.
6. de Souza, A. (1979). *The Indian City: Poverty, Ecology, and Urban Development*. Delhi: Manohar.
7. Desai, A. R., & Pillai, S. D. (Eds.). (1970). *Slums and Urbanisation*. Bombay: Popular Prakashan.
8. Ellin, N. (1996). *Postmodern Urbanism*. Oxford, UK.
9. Fawa, F. S. (1968). *New Urbanism in World Perspectives – A Reader*. New York: T.Y. Cowell.
10. Gold, H. (1982). *Sociology of Urban Life*. Englewood Cliffs, NJ: Prentice Hall.
11. Pickwance, C. G. (Ed.). (1976). *Urban Sociology: Critical Essays*. Methuen.
12. Quinn, J. A. (1955). *Urban Sociology*. New Delhi: S. Chand & Co.
13. Ramachandran, R. (1991). *Urbanisation and Urban Systems in India*. Delhi: Oxford University Press.
14. Ronnan, P., & Paddison. (2001). *Handbook of Urban Studies*. India: Sage.
15. Saunders, P. (1981). *Social Theory and the Urban Question*. Hutchinson.
16. Soja, E. W. (2000). *Postmetropolis: Critical Studies of Cities and Regions*. Oxford: Blackwell

**SEMESTER II****SOC-101-DE-52020: GENDER AND SOCIETY (ELECTIVE-2)**

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

**Learning Objectives**

LO1: This course aims to help students develop a sociological understanding of how the interface between gender and society impacts every aspect of social life.

LO2: It also explores how gender identity as well as inequalities are produced and reproduced through different socio-cultural processes.

LO3 Students will be introduced to basic concepts and various feminist theories. At the same time how, their theoretical perspectives are applied to a range of contemporary issues and also to both global and national contexts.

**Course Outcomes**

CO1: Comprehension of the social construction of gender.

CO2: Critical reflection on theories of gender relations, including liberalist, radical, marxist, and post-marxist perspectives.

CO3: Proficiency in engaging with the discourse surrounding the politics of gender.

CO4: Skill in analyzing gender aspects within development policies.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Gender as a Social Construct</b> 1. Gender, Sex and Sexuality; 2. Production of Masculinity and Femininity; 3. LGBTQI: Identity, Marginalization and Assertion.	15	1, 2
2	<b>Reproduction of Gender Inequality</b> 1. Patriarchy: Ideology and Practices; 2. Class, Caste, Tribe; 3. Family, Education and Work.	15	2, 3
3	<b>Feminist Thought</b> 1. Women's Movements: West and India; 2. Feminist Theories.	15	3



4	<b>Issues</b> 1. Gendered Violence; CEDAW; POCSO; 2. Gender Mainstreaming and Empowerment; 3. State and Civil Society; 4. Field Study.	15	4
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### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	2	3	3	2	1	1	2	2	1	3	3
CO2	1	1	2	2	2	2	3	-	-	2	3	3	3	2
CO3	1	2	2	3	3	1	2	2	2	2	3	2	3	2
CO4	1	2	2	2	2	3	3	3	-	3	2	3	3	3
Average	4	1.75	2	2.5	2.5	2.5	2.5	1.5	0.75	2	2.5	2.25	3	2.5

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

### Suggested Readings:

- Abbott, P., Tylor, M., & Wallace, C. (2005). *An Introduction to Sociology: Feminist Perspectives*. New York: Routledge.
- Agarwal, B. (1982). *A Field of One's Own*. Cambridge: Cambridge University Press.
- Agnes, F. (1992). Review of a Decade of Legislation, 1980-1989: Protecting Women against Violence? *Economic & Political Weekly*, 27(17).
- Beauvoir, S. D. (1975). *The Second Sex*, Translated and edited by H. M. Parshley. England: Penguin Books.
- Beneria, L. (2003). *Gender, Development and Globalization*. New York: Routledge.
- Butalia, U. (2017). *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin Random House.
- Butler, J. (2001). Imitation and gender in subordination. In S. Seidman & J. C. Alexandra (Eds.), *The New Social Theory-Reader: Contemporary Debates*. London and New York: Routledge.
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25. Jackson, S., & Jones, J. (1998). *Contemporary Feminist Theories*. UK.
26. Janaki, N., & John, M. (1998). *A Question of Silence: The Sexual Economies of Modern India*. New Delhi: Kali for Women.
27. Judith, G. (1999). *Fundamental Feminism: Contesting the Core Concept of Feminist*. [Include city and publisher]
28. Kabir, N. (1994). *Reverse Realities: Gender Hierarchies and Development*.
29. Khamis, S. (2011). The Arab "feminist spring"? *Feminist Studies*, 37(3),
30. Khullar, M. (Ed.). (2005). *Writing the Women's Movement: A Reader*. New Delhi: Kali for Women.
31. Kozma, T. (2012). Understanding Gender Mainstreaming in Modern Law Enforcement. *Connections*, 11(2), [Include page numbers].
32. Menon, N. (2012). *Seeing like a Feminist*. India: Penguin.
33. Merinissi, F. (2011). Beyond the Veil: Male-Female Dynamics in Muslim
34. Mohanty, C. T. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anti-capitalist Struggles. *Journal of Women in Culture and Society*, 28(2), 499-535.
35. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
36. Prugl, E. (2010). Feminism and Postmodern State: Gender Mainstreaming in.
37. Rege, S. (1998). Dalit Women Talk Differently. *Economic and Political Weekly*, 33(44), WS39-WS46.
38. Rege, S. (2003). *Sociology of Gender: The Challenge of Feminist Sociological*.
39. Sangari, K., & Vaid, S. (1989). *Recasting Women: Essays in Indian Colonial History*. New Delhi: Kali.
40. Saunders, K. (Ed.). (2004). *Feminist Post Development Thought*. Chicago: Zed.
41. Seesan, A. S. (2005). *Gender Talk: Feminism Discourse and Conversion*.
42. Seidman, S. (2001). From identity to Queer politics. In S. Seidman & J. C. Alexandra (Eds.),
43. Sharma, U. (1983). *Women, Work and Property in North-West India*.
44. Sprenger, & Symington. (Eds.). (2004). *The future of Women's Rights: Global Visions and Strategies*. Delhi: Zed Books.
45. Stevi, J., & Scott, S. (2002). *Gender: A Sociological Reader*. London: Routledge.
46. Stotzer, R. L. (2014). Sexual orientation and/or gender identity/Expression discrimination and victimization among self-identified LGBTQI native Hawaiians in Hawai'i. *Journal of Indigenous Social Development*, 3(1).
47. Tong, R. (1989). *Feminist Thought: A Comprehensive Introduction*. Colorado: Westview Press.
48. Wadood, A. (1999). *Quran and Women: Rereading the Sacred text from a Woman's Perspective*. New York: Oxford University Press.
49. Walby, S. (1989). *Theorizing Patriarchy*. *British Sociological Association*, 23(2), 213-234.
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51. Wharton, A. S. (2005). *The Sociology of Gender*. UK: Blackwell.

**SEMESTER II****SOC-101-DE-52030: SOCIOLOGY OF MARGINALIZED COMMUNITIES (Elective-3)**

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

**Learning Objectives**

LO1: The course aims at acquainting the students to the sociological study of the marginalized communities like Dalits, tribes and nomadic groups.

LO2: Recognize different marginalized groups, including racial and ethnic minorities, LGBTQ+ individuals, people with disabilities, the elderly, and economically disadvantaged populations.

LO2: Understand the intersections of race, class, gender, sexuality, and other social categories in creating complex forms of marginalization.

**Course Outcomes**

CO1: Students will comprehend sociological theories and methods relevant to studying marginalized communities like Dalits, tribes, and nomadic groups.

CO2: They will acquire in-depth knowledge of the socio-cultural, economic, and political dimensions specific to these marginalized groups.

CO3: Critical outlook to examine structural factors contributing to marginalization.

CO4: Develop empathy and perspective-taking by exploring the lived experiences and resilience strategies of these communities, fostering a deeper understanding of social exclusion and discrimination.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Culture and Climate Marginalization and its socio-economic indices</b> 1. Meaning, Nature and Scope; 2. Basic Concepts: Poverty, relative isolation, deprivation, educational backwardness, inequality.	15	1, 2
2	<b>Perspectives on marginalization</b> 1. Role of ideology in marginalization; 2. Caste system and marginalization: G. S. Ghurye, Louis Dumont, M. N. Srinivas, Verrier Elwin; 3. Views of Mahatma Gandhi, Jotibharao Phule, Erode Venkatappa Ramasamy Periyar, Babasaheb Ambedkar, Rammanohar Lohia.	15	2, 3, 4
3	<b>The social structure and culture of marginalized communities</b> 1. Status of SC, ST, nomadic communities, religious minorities, PVTGs; 2. Problems of social mobility; development and identity; 3. Marginalization in Northeast India	15	2, 3

4	<b>Marginalization and affirmative action</b> 1. Constitutional and Legal provisions; 2. Implementation and impact of affirmative action on marginalized communities; 3. Limitation and Critical Appraisal.	15	3, 4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	1	1	2	2	1	-	2	1	1	3
CO2	3	2	2	2	1	1	2	3	1	-	3	3	2	2
CO3	2	3	2	3	2	2	2	3	2	1	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	2.25	1.75	2	2	1.5	2.25	2.25	2.5	1.25	2	2.5	2.5	2	2.5

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

#### Suggested Readings:

1. Beteille, A. (1981). *Backward Classes and the New Social Order*. Delhi: Oxford University Press.
2. Beteille, A. (1992). *The Backward Classes in Contemporary India*. Delhi: Oxford University Press.
3. Charsley, S. R., & Karanth, G. K. (Eds.). (1998). *Challenging Untouchability*. Delhi: Sage.
4. Chaudhuri, S. N. (1988). *Changing Status of Depressed Castes in Contemporary India*. Delhi: Daya Publishing House.
5. Gore, M. S. (1993). *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*. New Delhi: Sage.
6. Gupta, D. (1991). *Social Stratification*. New Delhi: Oxford University Press.
7. Jogdand, P. G. (2000). *New Economic Policy and Dalits*. Jaipur: Rawat.
8. Jogdand, P. C. (1991). *Dalit Movement in Maharashtra*. New Delhi: Kanak Publications.
9. Kikhi, K., & Gautam, D. R. (Eds.). (2023). *Marginality in India: Perspectives of Marginalisation from the Northeast*. Taylor & Francis.
10. Mahajan, G. (1998). *Democracy, Difference and Social Justice*. New Delhi: Oxford University Press.
11. Omvedt, G. (1995). *Dalit Visions: The Anti-Caste Movement and the Construction of an Indian Identity*. New Delhi: Orient Longman.
12. Omvedt, G. (1999). *Dalits and the Democratic Revolution*. New Delhi: Sage.
13. Oommen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage.
14. Shah, C. (1990). *Social Movements in India: A Review of Literature*. Delhi: Sage.
15. Singh, K. S. (1998). *The Scheduled Castes*. Delhi: Anthropological Survey of India.
16. Singh, K. S. (1995). *The Scheduled Tribes*. Delhi: Oxford University Press.
17. Western India (1976). Bombay: Scientific Socialist Educational Trust.
18. Zelliot, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.

**SEMESTER II****SOC-101-RC-5210: RESEARCH AND PUBLICATION ETHICS**

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

**Learning Objectives**

LO1: To bring awareness about publication ethics and publication misconduct.

LO2: To know the basics of the philosophy of science and ethics, research integrity, and publication ethics.

**Course Outcomes**

CO1: To orient students towards nature of publication ethics and moral standards.

CO2: Develop understanding about research integrity and publication guidelines.

CO3: Familiarity with standards setting initiatives and guidelines popular in the field.

CO4: Identifying research misconduct and predatory publications.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Ethics and Publication</b> 1. Introduction to Philosophy: Definition, Nature and Scope, Concept, Branches; 2. Ethics: Definition, Moral Philosophy, Nature of Moral Judgements 3. and Reactions.	15	1, 2
2	<b>Scientific Conduct</b> 1. Ethics with Respect to Science and Research; 2. Intellectual Honesty and Research Integrity; 3. Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP).	15	3
3	<b>Publication Ethics</b> 1. Publication Ethics: Definition, Introduction and Importance; 2. Best Practices / Standards Setting Initiatives and Guidelines: COPE, WAME, etc.; 3. Conflicts of Interest.	15	3
4	<b>Publication Misconduct</b> 1. Definition, Concept, Problems that Lead to Unethical Behavior and Vice-Versa, Types; 2. Violation of Publication Ethics, Authorship and Contributorship; 3. Identification of Publication Misconduct, Complaints and Appeals. 4. Predatory Publishers and Journals.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	3	2	1	1	2	2	1	-	3
CO2	1	1	2	2	2	3	3	1	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	1	1	2	2.5	2.5	2.75	2.5	1.5	1.25	2.25	2.5	2.5	2.25	2.5

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

## Books/Journal Articles Suggested Readings:

1. Bird, A. (2006). *Philosophy of Science*. Routledge.
2. Mc Intyre, Alasdair (1967) *A Short History of Ethics*. London.
3. P. Chaddah, (2018) *Ethics in Competitive Research: Do not get scooped; do not get plagiarized*, ISBN:9789387480865.
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009).
5. *On Being a Scientist: A Guide to Responsible Conduct in Research*: Third Edition. National Academies Press.
6. Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1—10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>.

**Note:** Students might also opt for MOOC's equivalent courses.

# **SEMESTER – III**

## **(COURSE WORK)**

**SEMESTER III****SOC-101-CW-61010: THEORETICAL PERSPECTIVES IN SOCIOLOGY (Coursework-1)**

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

**Learning Objectives**

LO1: Critical understanding of mainstream theories and gave a new dimension to look at structure-agency relationship with focus on societal crisis of contemporary world.

LO2: Understand the social, cultural, and intellectual contexts that gave rise to different sociological perspectives.

LO3: Apply sociological theories to analyze and explain contemporary social issues and phenomena.

**Course Outcomes**

CO1: Students will acquire understanding of Sociological theories that would be useful for research in the future.

CO2: . Identify the theoretical base and draw the practical relevance.

CO3: Gain insight into various theoretical perspectives within sociology, enhancing critical analysis and interpretation skills.

CO4: Understand contemporary trends in sociological theory, enabling the recognition and analysis of current developments in the field.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Functionalism and Neo-Functionalism</b> 1. Talcott Parsons: System Theory; 2. R.K. Merton: Middle Range Theory; 3. Jaffrey Alexander: Neo functionalism.	15	1, 2, 3, 4
2	<b>Conflict Theory, Neo-Marxism and Critical Theory</b> 1. Ralf Dahrendorf: Authority; 2. Louis Althusser: Ideology state apparatus; 3. Jurgen Habermas: Communicative Action.	15	1, 2, 3, 4
3	<b>Symbolic Interactionism, Ethnomethodology, Phenomenology</b> 1. G.H. Mead; 2. Garfinkel; 3. Goffman; 4. Alfred Schutz.	15	1, 2, 3, 4



4	<b>Social Structuralism, Post- Structuralism and Post-Modernism</b> 1. Claude Levi Strauss: Structuralism; 2. M. Foucault: Theory of Power; 3. Anthony Giddens: Consequences of Modernity.	15	1, 2, 3, 4
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Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	3	1	2	2	1	-	2	2	1	-	3
CO2	2	2	1	2	1	2	3	1	-	2	3	3	3	2
CO3	3	1	2	2	1	1	2	2	2	-	3	2	3	2
CO4	2	1	2	3	2	2	2	2	2	-	2	3	3	3
Average	2.5	2	2.25	2.5	1.25	1.75	2.25	1.5	1	1	2.5	2.25	1.5	2.5

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

### Suggested Readings:

- Adorno, Theodor. (1991). *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge.
- Alexander, Jeffrey C. (1998). *Neofunctionalism and After: Collected Readings*. John Wiley and Sons.
- Althusser, Louis. (2014). *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*. London: Verso.
- Blumer, Herbert. (1969). *Symbolic Interactionism: Perspective and Method*. California: University of California Press.
- Bourdieu, Pierre. (2013). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
- Coser, Lewis. (2001). *The Functions of Social Conflict*. Oxon: Routledge.
- Dahrendorf, Ralf. (1959). *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Garfinkel, Harold. (1984). *Studies in Ethnomethodology*. London: Polity Press.
- Giddens, Anthony, & Turner, J.H. (Eds.). (1988). *Social Theory Today*. Stanford: Stanford University Press.
- Giddens, Anthony. (1984). *The Constitution of Society: Outline of the Theory of Structuration*. Cambridge: Polity Press.
- Goffman, Erving. (1990). *The Presentation of Self in Everyday Life*. London: Penguin Books.
- Gramsci, Antonio. (2014). *Selections from the Prison Notebooks*. New Delhi: Aakar Books.
- Held, David. (1980). *Introduction to Critical Theory: Horkheimer to Habermas*. Cambridge: Polity Press.
- Hobsbawm, Eric. (2011). *How to Change the World: Reflections on Marx and Marxism*. New Haven: Yale University Press.
- Horkheimer, Max. (2002). *Critical Theory: Selected Essays*. New York: Continuum.
- Howarth, David R. (2013). *Poststructuralism and After: Structure, Subjectivity and Power*. New York: Palgrave Macmillan.
- Levi-Strauss, Claude. (1983). *Structural Anthropology*. Chicago: University of Chicago Press.
- Parsons, Talcott. (2005). *The Social System*. London: Routledge.
- Ritzer, George, & Goodman, Douglas G. (2004). *Modern Sociological Theory*. New Delhi: McGraw-Hill.
- Williams, James. (2005). *Understanding Post-structuralism*. Oxon: Routledge.

**SEMESTER III****SOC-101-CW-61020: PERSPECTIVES ON INDIAN SOCIOLOGY (Coursework-2)**

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

**Learning Objectives**

LO1: This course aims to sensitize and gain sociological understanding of Indian society.

LO2: Gain knowledge of key sociological theories and concepts, with a focus on their application to Indian society.

LO3: Study the role and impact of major social institutions in India, such as family, marriage, religion, education, and economy.

**Course Outcomes**

CO1: Acquire comprehensive understanding of diversity within Indian society.

CO2: Recognize the array of theoretical viewpoints, conceptual challenges, and ongoing debates concerning the study of Indian society.

CO3: Understand the course of social change and evolution in India.

CO4: Demonstrate the capacity to utilize their understanding, analytical abilities, and research aptitude for conducting independent research on Indian society in the future.

**Course Contents**

Unit No.	Content	Contact Hours	CO
1	<b>The Historical Background of the Emergence of Indian Sociology</b> 1. Development of Sociology in India; 2. Sociology and Social Anthropology in India; 3. Institutionalization of Sociology in India.	15	1, 2
2	<b>Perspectives on Indian Society</b> 1. Indological (G.S. Ghurye and Louis Dumont); 2. Functionalist (M.N. Srinivas and S.C. Dube); 3. Marxist (D.P. Mukherjee, A.R. Desai and R.K. Mukherjee); 4. Subaltern (Ranjeet Guha, B.R. Ambedkar and David Hardiman.	15	2, 3
3	<b>The Caste System and Class in India</b> 1. Meaning and Nature of Caste System; 2. Meaning Varna and Jati; 3. Meaning of Dominant Caste; 4. Constitutional Provisions; 5. Emergence of Class System in India.	15	3

4	<b>Tribe</b> 1. Characteristics of Tribe; 2. Tribe-Caste Interaction; 3. Regional Variations in Tribe-Caste Interaction; 4. Constitutional Provisions; 5. Clan System.	15	4
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## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	3	2	2	1	2	1	2	1	2	1	1	3
CO2	1	1	3	2	2	1	2	1	2	1	3	3	3	2
CO3	1	-	3	2	2	1	2	1	2	2	3	2	3	2
CO4	1	3	3	2	3	3	2	1	2	2	2	3	3	3
Average	1	1.25	3	2	2.25	1.75	2	1	2	2	2.5	2.25	2.5	2.5

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

**Suggested Readings:**

1. Ambedkar, B. R. (2002). *Castes in India: Their Mechanism, Genesis and Development*. In V. Rodrigues (Ed.), *The Essential Writings of B.R. Ambedkar*. Delhi: OUP.
2. Banerjee, P. (2016). Writing the Adivasi: Some Historiographical Notes. *Indian Economic and Social History Review*, 53(1), 1-23.
3. Beteille, A. (1986). The Concept of Tribe with Special Reference to India. *Journal of European Sociology*, 27(02), 296-318.
4. Chakravarty, U. (1993). Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste Class and State. *Economic and Political Weekly*, 28(14), 579-585.
5. Choudhury, M. (2010). Introduction. In *Sociology in India: Intellectual and Institutional Practices*. Delhi: Rawat Publications.
6. Das, V. (Ed.). *Handbook of Indian Sociology*. Delhi: Oxford University Press.
7. Deshpande, S. (2004). Introduction. In *Contemporary India: A Sociological View*. Delhi: Viking.
8. Dumont, L., & Pocock, D. F. (1957). For a Sociology of India. *Contributions to Indian Sociology*, 1, 7-22.
9. Dumont, L., & Pocock, D. F. (1970). *Homo Hierarchicus: The Caste System and Its Implications*. Delhi: OUP.
10. Elwin, V. (1944). *The Aborigines*. Bombay: OUP.
11. Ghurye, G. S. (1963). *The Scheduled Tribes*. Bombay: Popular Prakashan.
12. Ghurye, G. S. (1990). *Caste and Race in India*. Bombay: Popular Prakashan.
13. Karlekar, M. (2004). Domestic Violence. In V. Das (Ed.), *Handbook of Indian Sociology*. Delhi: Oxford University Press.
14. Mandelbaum, D. (2005). *Society in India, Vols. 1 & 2*. New Delhi: Sage (Selected Chapters).
15. Mencher, J. P. (1974). The Caste System Upside Down or the Not-So-Mysterious. *Current Anthropology*, 15(4), 469-493.
16. Patel, S. (2011). *Doing Sociology in India: Genealogies, Locations, and Practices*. Delhi: Oxford University Press.
17. Radhakrishnan, M. (Ed.) (2016). *Citizens First: Studies on Adivasis, Tribals and Indigenous Peoples in India*. Delhi: Oxford University Press.

18. Shah, A. M. (1973). *The Household Dimension of the Family in India*. Delhi: Orient Longman.
19. Sharma, U. (1994). Dowry in North India: Its Consequences for Women. In P. Uberoi (Ed.), *Family Kinship and Marriage in India*. Delhi: Oxford University Press.
20. Srinivas, M. N. (1987). *The Dominant Caste and Other Essays*. New Delhi: OUP.
21. Uberoi, P. (Ed.) (1994). *Family Kinship and Marriage in India*. Delhi: Oxford University Press.
22. Xaxa, V. (1999). Transformations of Tribe in India. *Economic and Political Weekly*, 34(24), 1519-1524

**SEMESTER III****SOC-101-CW-61030: CONTEMPORARY TRENDS IN INDIAN SOCIETY (Coursework-3)**

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

**Learning Objectives**

LO1: Comprehend the major social, economic, political, and cultural changes occurring in contemporary Indian society.

LO2: Understand the impacts of economic liberalization, industrialization, and urbanization in Indian society.

LO2: Foster critical thinking by examining sociological perspectives on contemporary issues.

**Course Outcomes**

CO1: Students will be sensitized to the emerging social issues and problems in Indian society, fostering awareness and understanding of their complexities.

CO2: Students will analyze the underlying causes and implications of these issues, developing critical thinking skills to assess their significance.

CO3: Through exploration of potential solutions and interventions, students will cultivate problem-solving abilities to address these social challenges effectively.

CO4: They will develop empathy and a sense of social responsibility, empowering them to actively engage in efforts aimed at promoting social justice and positive change in their communities.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Language, Religion and Region in India</b> 1. India Languages in Context to India; 2. Religions and Communalism in India; 3. Regions and Regionalism in.	15	1, 2
2	<b>Nation-Building in India</b> 1. Nation and Nationalism; 2. Significance of National Integration for India.	15	3

3	<b>Social Change in India</b> 1. Modernisation, Globalisation and Westernisation; 2. Universalisation and Rural-Urban Interface.	15	3
4	<b>Social Issues and Problems in India</b> 1. Youth Unrest; 2. Corruption; 3. Insurgencies; 4. Racism.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	2	3	2	1	-	2	2	1	-	3
CO2	1	1	2	2	2	3	3	-	1	2	3	3	3	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	3	2
CO4	1	1	2	2	2	3	3	3	-	3	2	3	3	3
Average	1	1	2	2.5	2.25	2.75	2.5	1.5	0.75	2.25	2.5	2.5	2.25	2.5

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

**Suggested Readings:**

1. Aloysius, G. (1999). *Nationalism without a Nation in India*. Delhi: Oxford University Press.
2. Beals, A., & Marriott, M. (1955). *Little communities in an indigenous civilisation in village India: studies in little communities*. Chicago: Chicago University Press.
3. Beteille, A. (1974). *Studies in agrarian social structure*. Delhi: Oxford University Press.
4. Bhowmik, S., & More, N. (2001). Coping with poverty: ex-textile mill workers in central Mumbai. In *Economic and Political Weekly*, 36(52), 4822-4827.
5. Breman, J. (1996). *Footloose labour: working in India's informal economy*. Cambridge: Cambridge University Press.
6. Corbridge, S., & Harriss, J. (2000). *Reinventing India: liberalisation, Hindu nationalism and popular democracy*. Delhi: OUP.
7. Das, V. (Ed.). (Handbook of Indian sociology). Delhi: Oxford University Press.
8. Desai, A. R. (2009). *Social background of Indian nationalism*. Mumbai: Popular Prakashan. (Preface, Prologue & Epilogue).
9. Ghai, A. (Ed.). (2018). *Disability in South Asia*. Delhi: Sage. (Selected Chapters).
10. Guru, G. (2001). Dalits: reflections on the search for inclusion. In P. Dsouza (Ed.), *Contemporary India: transitions*. Sage Publications. New Delhi.
11. Harriss-White, B. (2004). *India working: essays on society*. Cambridge: Cambridge University Press. (Chapters 1-2).
12. Jodhka, S. (2002). *Communities and community and identities: contemporary discourses on culture and politics in India*. New Delhi: Sage.
13. Joshi, C. (2003). *Lost worlds: Indian labour and its forgotten histories*. New Delhi: Permanent Black. (Chapters 1 and 2).
14. Lerche, J. (2013). The agrarian question in neoliberal India: agrarian transition bypassed? In *Journal of Agrarian Change*, 13(3), 382-404.
15. Menon, N. (2000). 'Elusive Woman: Feminism and Women's Reservation Bill'. *Economic Political Weekly*, 35(43-44), 3835-3844.
16. Narain, A., & Bhan, G. (Eds.). (2005). *Because I have a voice: queer politics in India*. New Delhi: Yoda Press.
17. Srinivas, M. N. (1990). *Social change in modern India*. New Delhi: Orient Longman

**SEMESTER III****SOC-101-CC-61040: SOCIOLOGY OF NORTH-EAST INDIA (Coursework-4)**

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

**Learning Objectives**

LO1: This course is designed to introduce students to the social and political processes that shape the Northeast region of India.

LO2: It provides a historical context for understanding the concept of northeast India and the formation of its political and socio-cultural landscape. Students will learn about the traditional land relations that have long been a cornerstone of social organization in the region, as well as the changes and emerging consequences resulting from the evolution of these relations.

LO3: Additionally, the course aims to familiarize students with contemporary socio-political processes and the challenges they pose to the state.

**Course Outcomes**

CO1: Understand the historical evolution of the Northeast region of India and its significance in the socio-political context.

CO2: Analyze the concept of Northeast India and its implications for social and political formations within the region.

CO3: Evaluate the changes in traditional land relations and the resulting socio-cultural consequences.

CO4: Demonstrate awareness of contemporary socio-political processes in the Northeast region.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Conceptualising North-East India</b> 1. Conceptualising the term North-East; Historical Background of Sociology; 2. The historicity of the term North-East and the political transformation of the region; 3. Colonial construction of the North East as a frontier region and transformation of the region to a periphery and a security frontier; 4. Organization and Re-organizations of States.	15	1, 2
2	<b>Social and Political Institutions in North-East India</b> 1. Tribes, Castes, and their interface; 2. Types of Local Self Governance System and Changing Aspects; 3. Traditional Land relations and Changing Aspects.	15	2, 3, 4
3	<b>Socio-cultural Dimension and Economic Development with Specific Reference to Arunachal Pradesh</b> 1. Tribal communities: social structure, customs, and traditions; 2. Economic challenges: infrastructure, connectivity, and resource exploitation;	15	2, 3, 4



	3. Role of government policies and schemes in promoting socio-economic development; 4. Debates on development paradigms: growth vs. sustainability.		
4	<b>Issues in North-East India</b> 1. Ethnicity and Autonomy; 2. Development Induced Displacement; 3. Border Dispute; 4. Issue of Immigration.	15	3, 4

### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	2	-	1	-	-	3	-	-	1	3	1	-	1
CO2	2	1	3	3	1	1	2	1	-	1	1	3	1	1
CO3	1	3	3	3	1	2	3	1	-	-	2	2	1	1
CO4	1	3	2	2	1	2	3	1	-	1	1	3	1	1
Average	1.25	2.25	2	2.25	0.75	1.25	2.75	0.75	-	0.75	1.75	2.25	0.75	1

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

### Suggested Readings:

1. Aloysious, G. (2013). *Conceptualizing the Region*. New Delhi: Critical Quest.
2. Barpujari, H. K. (1990). *The Comprehensive History of Assam: From the Pre-Historic Times to Twelfth Century, A.D. (Vol. 1-5)*. Guwahati: Publication Board.
3. Baruah, S. (1999). *India against Itself: Assam and the Politics of Nationality*. New Delhi: Oxford University Press.
4. Baruah, Sanjib. (2005). *Durable Disorder: Understanding the Politics of Northeast India*. New Delhi: Oxford University Press.
5. Bhowmik, Subir. (2009). *Troubled Periphery: Crisis of India's Northeast*. New Delhi: Sage Publications.
6. Chaube, S. K. (1999). *Hill Politics in Northeast India*. New Delhi: Orient Longman.
7. Dutta, B.B. (1987). *Land Relations in Northeast India*. Delhi: People's Publishing House.
8. Guha, Amalendu. (1991). *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: CSSS.
9. Guha, Amalendu. (1991). *Medieval and Early Colonial Assam: Society, Polity, Economy*. CSSS.
10. Guha, Amalendu. (2014). *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*. New Delhi: Tulika Books.
11. Karna, M. N. (2004). *Agrarian Structure and Land Reforms in Assam*. Delhi: Regency.
12. Misra, Udayan. (2000). *Periphery Strikes Back: The Challenges to the Nation State in Assam*. Shimla: IIAS (Introduction).
13. Nag, Sajal. (2002). *Contesting Marginality: Ethnicity, Insurgency, and Subnationalism in Northeast India*. New Delhi: Manohar Books.
14. Nongbri, Tiplut. (1988). "Gender and Khasi Family Structure: Some Implication of the Meghalaya Succession to Self-Acquired Property Act, 1984". *Sociological Bulletin*, 37(1/2), 71-82.
15. Nuh, V. K. (2016). *The Naga Chronicle*. New Delhi: Astral Publications.

16. Ray, Datta, & Agrawal, S. P. (2012). *Reorganization of Northeast India since 1947*. New Delhi: Concept Publications.
17. Scot, James. (2010). *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. New Delhi: Orient Blackswan.
18. Sharma, C. K. (2012). "The Immigration Issue in Assam and Conflicts around it". *Asian Ethnicity*, 13(3), 306-7.
19. Sharma, C.K. (2010). "Religion and Social Change: Neo-vaishnavism vis-à-vis the Tribal Groups in the Brahmaputra Valley". In D. Nath (Ed.), *Religion and Society in North East India*. Guwahati/Delhi: DVS Publishers.
20. Van Schendel, Willem. (2005). *The Bengal Borderland: Beyond State and Nation in South Asia*. London: Anthem Press.
21. Verghese, B. G. (1996). *India's Northeast Resurgent: Ethnicity, Insurgency, Governance, Development*. New Delhi: Konark Publishers.
22. Zou, David Vamlulian, & Kumar, Satish. (2011). "Mapping A Colonial Borderland: Objectifying the Geo-Body of Northeast India". *The Journal of Asian Studies*, 70(1), 140-170.

**SEMESTER III****SOC-101-CW-61050: SOCIOLOGY OF HEALTH AND SANITATION (Coursework 5)**

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

**Learning Objectives**

LO1: The objective of this paper is to expose the students to the concepts of health and sanitation its comprehensive relation with society and to acquaint the students about the role of state in the field of health.

LO2: Gain knowledge of key sociological theories and concepts related to health, illness, sanitation and well being.

LO3: Analyze the social, economic, cultural, and environmental factors that influence health outcomes.

**Course Outcomes**

CO1: To sensitize students to health-related issues.

CO2: To understand the issues related to public health and social medicine.

CO3: To understand the role of the state in the healthcare in India.

CO4: To make aware the health and sanitation conditions in India.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction</b> 1. Meaning and relationship between health and sociology; 2. Social aspects of health and illness; 3. Significance of medical sociology.	15	1, 2
2	<b>Organization of Health Services</b> 1. Medical services; Role of physician and nurses in a changing society; 2. Role of patients and family members – medical compliance; 3. Public health and social medicine.	15	3
3	<b>Health and Sanitation</b> 1. Health programmes and Social legislations in health care in India; 2. Origin and scope of Sociology of Sanitation; 3. Problem of environmental sanitation in India.	15	3
4	<b>Sanitation and Society</b> 1. Social construction of Hygiene and Sanitation; 2. Scavenging castes and Social deprivation; 3. Sanitation and dignity of women.	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	3	-	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	-	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.25	0.75	0.75	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

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

**Suggested Readings:**

1. Bagela, A. S. (2015). *Swachhata Ka Samajshasta*. New Delhi: Kalpaz Publications.
2. Nagla, B. K. (2015). *Sociology of Sanitation*. New Delhi: Kalpaz Publications.
3. Nagla, M. (Year). *Sociology of Health and Medicine*. New Delhi: Kalpaz Publications.
4. Nayar, K. R. (1998). *Ecology and Health: A System Approach*. New Delhi: APH Publishing.
5. Pathak, B. (2015). *Sociology of Sanitation*. New Delhi: Kalpaz Publications.
6. Rao, M. (1999). *Disinvesting in Health: The World Bank's Prescription for Health*. New Delhi: Sage
7. Saxena, A. (2015). *Sociology of Sanitation: Themes and Perspectives*. New Delhi: Kalpaz Publications

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# **SEMESTER – IV**

## **(COURSE WORK)**

**SEMESTER IV****SOC-101-CW-62010: INDUSTRIAL SOCIOLOGY (Coursework 6)**

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

**Learning Objectives**

LO1: The main aim of this paper is to expose the students with the nature, process and patterns of industrialization and to make them aware on industry society interface.

LO2: Understand the transformation of societies from agrarian to industrial and post-industrial.

LO3: Understand the challenges and opportunities presented by global supply chains, outsourcing, and international labor migration.

**Course Outcomes**

CO1: Students will gain insight into the nature, process, and patterns of industrialization, examining its economic, social, and environmental dimensions.

CO2: They will analyze the interface between industry and society, exploring how industrialization influences social structures, cultural values, and community dynamics, and vice versa.

CO3: Through case studies and theoretical frameworks, students will evaluate the socio-economic impacts of industrialization, including its effects on employment, income distribution, urbanization, and environmental sustainability.

CO4: By critically reflecting on these issues, students will develop awareness of the ethical, political, and environmental considerations inherent in industrial development and its implications for society.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Classical Sociological Tradition</b> <ol style="list-style-type: none"> <li>1. Emergence of Factory System; Pre-industrial, Industrial and Post-Industrial Society;</li> <li>2. Industrialism and Industrialization; Industrial dimensions of society, Division of labour.</li> </ol>	15	1, 2
2	<b>Industry as Social Organization</b> <ol style="list-style-type: none"> <li>1. Formal and informal organization;</li> <li>2. Worker and Management; Line and Staff;</li> <li>3. White collar and Blue collar Workers.</li> </ol>	15	2, 3
3	<b>Industrial Conflicts, Trade Unionism and Collective Bargaining</b> <ol style="list-style-type: none"> <li>1. Conflicts, causes and types of conflict;</li> <li>2. Theories of Conflict- Human Relations and Pluralistic, Classical, Marxist;</li> <li>3. Trade Unionism: Origin and Growth of Trade Unionism in India;</li> <li>4. Collective Bargaining: Collective Bargaining as a bilateral decision-making process.</li> </ol>	15	2, 3

4	<b>Industrial Policies in India</b>  1. Colonial, Post Colonial and Neo- Liberal policies.	15	4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	2	1	3	2	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	1	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.5	0.75	1.5	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Agarwal, R. D. (1972). *Dynamics of Labour Relations in India: A Book Readings*. Tata Mc Graw Hill.
2. Aziz, A. (1984). *Labour Problems in Developing Economy*. Ashish Publishing House.
3. Gilbert, S. J. (1985). *Fundamentals of Industrial Sociology*. New Delhi: Tata Mc Graw Hill Publishing Co. Ltd.
4. Hancock, P., & Taylor, M. (2001). *Work Post Modernism and Organisation*. Sage India.
5. Karnik, V. B. (1970). *Indian Trade Union: A Survey*. Mumbai: Popular Prakashan.
6. Laxmanna, C., et al. (1990). *Workers Participation and Industrial Democracy: Global Perspective*. Mumbai: Ajanta Publications.
7. Mamoria, C. B., & Mamoria. (1992). *Dynamics of Industrial Relation in India*. Mumbai: Himalaya Publishing House.
8. Miller, & Form. (1964). *Industrial Sociology*. New York: Harper and Row.
9. Parker, S. R., Brown, K., Smith, J., & Urwin, M. A. (1964). *The Sociology of Industry*. London: George Allen ChieldJaud.
10. Ramaswamy, E. A. (1977). *The Worker and His Union*. New Delhi: Allied.
11. Ramaswamy, E. A. (1977). *The Worker and Trade Union*. New Delhi: Allied.
12. Ramaswamy, E. A. (1978). *Industrial Relations in India*. New Delhi.
13. Ramaswamy, E. A. (1988). *Industry and Labour*. New Delhi: OUP.
14. Watson, K. T. (1995). *Sociology, Work and Industry*. Routeledge Kegan Paul.
15. Zetlin, I. (1969). *Ideology and the Development of Sociological Theory* (Vol. 1 & Vol. 2). New York: Basic Books.

**SEMESTER IV****SOC-101-CW-62020: INDUSTRIAL SOCIOLOGY (Coursework 7)**

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

**Learning Objectives**

LO1: The main aim of this paper is to expose the students with the nature, process and patterns of industrialization and to make them aware on industry society interface.

LO2: Understand the transformation of societies from agrarian to industrial and post-industrial.

LO3: Understand the challenges and opportunities presented by global supply chains, outsourcing, and international labor migration.

**Course Outcomes**

CO1: Students will gain insight into the nature, process, and patterns of industrialization, examining its economic, social, and environmental dimensions.

CO2: They will analyze the interface between industry and society, exploring how industrialization influences social structures, cultural values, and community dynamics, and vice versa.

CO3: Through case studies and theoretical frameworks, students will evaluate the socio-economic impacts of industrialization, including its effects on employment, income distribution, urbanization, and environmental sustainability.

CO4: By critically reflecting on these issues, students will develop awareness of the ethical, political, and environmental considerations inherent in industrial development and its implications for society.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Classical Sociological Tradition</b> 1. Emergence of Factory System; Pre-industrial, Industrial and Post-Industrial Society; 2. Industrialism and Industrialization; Industrial dimensions of society, Division of labour.	15	1, 2
2	<b>Industry as Social Organization</b> 1. Formal and informal organization; 2. Worker and Management; Line and Staff; 3. White collar and Blue collar Workers.	15	2, 3
3	<b>Industrial Conflicts, Trade Unionism and Collective Bargaining</b> 1. Conflicts, causes and types of conflict; 2. Theories of Conflict- Human Relations and Pluralistic, Classical, Marxist;	15	2, 3



	3. Trade Unionism: Origin and Growth of Trade Unionism in India; 4. Collective Bargaining: Collective Bargaining as a bilateral decision-making process.		
4	<b>Industrial Policies in India</b>  1. Colonial, Post Colonial and Neo- Liberal policies.	15	4

#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	3	-	-	1	3	-	1	-	2	2	1	-	3
CO2	2	1	3	2	3	3	-	1	-	2	3	3	3	2
CO3	3	-	-	-	3	3	2	2	2	-	3	2	3	2
CO4	1	2	-	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	1.5	0.75	1.5	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Agarwal, R. D. (1972). *Dynamics of Labour Relations in India: A Book Readings*. Tata Mc Graw Hill.
2. Aziz, A. (1984). *Labour Problems in Developing Economy*. Ashish Publishing House.
3. Gilbert, S. J. (1985). *Fundamentals of Industrial Sociology*. New Delhi: Tata Mc Graw Hill Publishing Co. Ltd.
4. Hancock, P., & Taylor, M. (2001). *Work Post Modernism and Organisation*. Sage India.
5. Karnik, V. B. (1970). *Indian Trade Union: A Survey*. Mumbai: Popular Prakashan.
6. Laxmanna, C., et al. (1990). *Workers Participation and Industrial Democracy: Global Perspective*. Mumbai: Ajanta Publications.
7. Mamoria, C. B., & Mamoria. (1992). *Dynamics of Industrial Relation in India*. Mumbai: Himalaya Publishing House.
8. Miller, & Form. (1964). *Industrial Sociology*. New York: Harper and Row.
9. Parker, S. R., Brown, K., Smith, J., & Urwin, M. A. (1964). *The Sociology of Industry*. London: George Allen ChieldJaud.
10. Ramaswamy, E. A. (1977). *The Worker and His Union*. New Delhi: Allied.
11. Ramaswamy, E. A. (1977). *The Worker and Trade Union*. New Delhi: Allied.
12. Ramaswamy, E. A. (1978). *Industrial Relations in India*. New Delhi.
13. Ramaswamy, E. A. (1988). *Industry and Labour*. New Delhi: OUP.
14. Watson, K. T. (1995). *Sociology, Work and Industry*. Routeledge Kegan Paul.
15. Zetlin, I. (1969). *Ideology and the Development of Sociological Theory* (Vol. 1 & Vol. 2). New York: Basic Books.

**SEMESTER IV****SOC-101-CW-62030: CRIMINOLOGY AND PENOLOGY (Coursework 8)**

<b>Credit: 4; Contact Hours: 120; Practical:10</b> <b>Hrs per week; Full Marks: 100</b>
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**Learning Objectives**

LO1: The course is designed to acquaint to the students with the concepts, schools, typology of crime and delinquency.

LO2: Analyze various social, economic, psychological, and environmental factors contributing to criminal behavior.

LO3: Understand the structure and functioning of the criminal justice system, including law enforcement, judicial processes, and correctional institutions.

**Learning Outcomes**

CO1: Students will learn key concepts, theoretical perspectives, and classifications related to crime and delinquency.

CO2: They will examine historical and contemporary data to understand the significant rise in crime rates.

CO3: Students will critically assess different criminological theories and their applicability in explaining criminal behavior.

CO4: They will apply their knowledge to analyze crime prevention strategies and policy implications.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Basic Concepts</b> 1. Nature and scope of criminology; 2. Deviance, crime and delinquency; 3. Schools of criminology; 4. Origin and trends of criminal law.	15	1, 2
2	<b>Typology of Crime</b> 1. Traditional, organized, white collar, cybercrime, professional crime.	15	2, 3, 4
3	<b>Theories of Criminology</b> 1. Individualistic theories-Biological and Psychological; 2. Social structure theories- Economic and sub culture; 3. Social process theories- Differential association, Labeling; 4. Multiple approach theory- containment.	15	2, 3

4	<b>Crime and Punishment</b> <ol style="list-style-type: none"> <li>1. Basic concepts and Forms of punishment;</li> <li>2. History and philosophy of punishments;</li> <li>3. Classical theories of punishment- Retribution, deterrence and reformative;</li> <li>4. Contemporary theories- cultural consistency, scapegoat and social structural;</li> <li>5. Constitutional/Legal Provisions.</li> </ol>	15	3, 4
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#### Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	2	3	-	1	1	3	-	1	-	2	2	1	-	3
CO2	3	2	3	-	3	3	-	1	-	2	3	3	3	2
CO3	3	2	2	1	3	3	2	2	2	-	3	2	3	2
CO4	1	2	2	3	-	-	2	2	2	-	2	3	3	3
Average	2.25	2	1.75	1.25	1.75	2.25	1	1.5	1	1	2.5	2.25	1.5	2.5

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

#### Suggested Readings:

1. Bedi, K. (1998). *It Is Always Possible*. New Delhi: Sterling Publications Pvt. Ltd.
2. Bequai, A. (1978). *Computer Crime*. Toronto: Lexington Books.
3. Buckland, J. (1992). *Combating Computer Crime: Prevention, Detection and Investigation*. New Delhi: McGraw Hill.
4. Drapkin, I., & Viano, E. (1975). *Victimology: A New Focus*. London: Lexington Press.
5. Gill, S. S. (1998). *The Pathology of Corruption*. New Delhi: Harper Collins Publishers (India).
6. Goel, R. M., & Powar, M. S. (1994). *Computer Crime: Concept, Control and Prevention*. Bombay: Sysman Computers Pvt. Ltd.
7. Hallman, T. A. (1950). *The Economics of Crime*. New York: St. Martin's Press.
8. Inciarti, J. A., & Pottier, A. E. (1978). *Violent Crime: Historical and Contemporary Issues*. London: Sage Publications.
9. Lilly, J. R., Wallen, F. T., & Ball, R. A. (1995). *Criminological Theory, Context and Consequences*. New Delhi: Sage Publications.
10. Makkar, S. P. S., & Friday, P. C. (1993). *Global Perspectives in Criminology*. Jalandhar: ABC Publications.
11. Ministry of Home Affairs. (1980-83). *Report of the All-India Committee on Jail Reforms*. New Delhi: Government of India.
12. Ministry of Home Affairs. (1998). *Crime in India*. New Delhi: Government of India.
13. Pace, D. F. (1991). *Concept of Vice, Narcotics and Organised Crime*. London: Prentice-Hall.
14. Reid, S. (1976). *Crime and Criminology*. Illinois: Deyden Press.
15. Revid, J. (1995). *Economic Crime*. London: Kegan Paul.
16. Ryan, P. J., & Rush, G. (1997). *Understanding Organized Crime in Global Perspective*. London: Sage Publications.
17. Shankardas, R. D. (2000). *Punishment and the Prison: India and International Perspective*. New Delhi: Sage Publications.
18. Sutherland, E. H., & Cressey, D. R. (1968). *Principles of Criminology*. Bombay: The Times of India Press.
19. Walklate, S. (1998). *Understanding Criminology*. Philadelphia: Open University Press.

**SEMESTER IV****SOC-101-CW-61040: SOCIOLOGY OF MOVEMENT (Coursework 9)**

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

**Learning Objectives**

LO1: The objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation.

LO2: The course will enable the students to look at social movements in a sociological and comparative perspective.

LO3: Gain knowledge of key theories and concepts related to social movements and collective action.

**Course Outcomes**

CO1: Identify the diverse theoretical perspectives, conceptual issues, and debates within the study of social movements.

CO2: Understand the significance of ideology and leadership in shaping social movements.

CO3: Recognize the historical evolution of various types of social movements in India.

CO4: Develop a sociological framework for analyzing social movements.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Sociology of Movements: An Introduction</b> <ol style="list-style-type: none"> <li>1. Meaning and Definition; Nature, Scope and Significance;</li> <li>2. Leadership and Ideology;</li> <li>3. Types of Social movements;</li> <li>4. Social movements and the distribution of power in society.</li> </ol>	15	1, 2
2	<b>Theories of Social Movement</b> <ol style="list-style-type: none"> <li>1. Relative Deprivation Theory;</li> <li>2. Structural Strain Theory;</li> <li>3. Revitalization Theory.</li> </ol>	15	2, 3
3	<b>Social movements in India-I</b> <ol style="list-style-type: none"> <li>1. Peasant Movements;</li> <li>2. Reform Movements;</li> <li>3. Labour and Trade Union Movements;</li> <li>4. Tribal Movements.</li> </ol>	15	3
4	<b>Social movements in India -II</b> <ol style="list-style-type: none"> <li>1. Dalit Movements;</li> <li>2. Environment/Ecological Movements;</li> <li>3. Ethnic Movements;</li> <li>4. Linguistic Movements.</li> </ol>	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	2	1	2	2	1	2	2	1	1	3
CO2	2	1	2	2	1	3	3	1	1	2	3	3	2	2
CO3	1	1	2	3	3	2	2	2	2	2	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	1.25	1	1.75	2.25	2	2.25	2.5	1.75	1.25	2.25	2.5	2.5	2	2.5

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

**Suggested Readings:**

1. Banks, J. A. (1972). *The Sociology of Social Movements*. London: Macmillan.
2. Desai, A. R. (Ed.). (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.
3. Dhanagare, D. N. (1983). *Peasant Movements in Indian 1920-1950*. Delhi: Oxford University Press.
4. Gore, M. S. (1993). *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage.
5. Oomen, T. K. (1990). *Protest and Change: Studies in Social Movements*. Delhi: Sage.
6. Rao, M. S. A. (1979). *Social Movements in India*. New Delhi: Manohar.
7. Rao, M. S. A. (1979). *Social Movements and Social Transformation*. Delhi: Macmillan.
8. Singh, K. S. (1982). *Tribal Movements in India*. New Delhi: Manohar.
9. Zelliot, E. (1995). *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar.
10. Gouldner, A. W. (Ed.). (1950). *Studies in Leadership*. New York: Harper and Brothers.
11. Oommen, T. K. (1972). *Charisma, Stability and Change: An Analysis of BhodanGrandan Movement*. New Delhi: Thomas Press.
12. Shah, G. (1977). *Protest Movements in Two Indian States*. New Delhi: Ajanta.
13. Shah, G. (1990). *Social Movements in India: A Review of the Literature*. Delhi: Sage.
14. Shah, N. (1992). *The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India*. New Delhi: Kali for Women.

**SEMESTER IV****SOC-101-CW-62050: RELIGION AND SOCIETY (Coursework 10)**

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

**Learning Objectives**

LO1: Develop an understanding of basic concepts and key sociological interpretation of religion.

LO2: Examine and analyses the interface between religion and society in India and the contestation over religion in contemporary times.

**Learning Outcomes**

CO1: Students will develop a Sociological understanding of religion.

CO2: Identify diverse theoretical perspectives, conceptual issues, and debates within the study of Religion.

CO3: Critically analyze the relationship between religion with society, culture, and polity.

CO4: Comprehend the issues related to the contestation over religion.

**Course Content**

Unit No.	Content	Contact Hours	CO
1	<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Meaning, Definition and Scope of Sociology of religion;</li> <li>2. Elements of Religion: Beliefs, Magic, Sacred, Myth, Ritual, Totemism, Rationality and Taboos.</li> </ol>	15	1, 2
2	<b>Sociological Interpretations of Religion</b> <ol style="list-style-type: none"> <li>1. E.B. Taylor;</li> <li>2. Karl Marx;</li> <li>3. Emile Durkheim;</li> <li>4. Max Weber.</li> </ol>	15	2, 3
3	<b>Religions of India</b> <ol style="list-style-type: none"> <li>1. Basic tenants of Buddhism; Christianity; Hinduism; Islam; Jainism; Sikhism;</li> <li>2. Indigenous Faiths;</li> <li>3. Social Functions of Religion: Contemporary Trends.</li> </ol>	15	3
4	<b>Contestation over Religion in India</b> <ol style="list-style-type: none"> <li>1. Fundamentalism;</li> <li>2. Communalism and Secularism;</li> <li>3. Conversion; Revival and Reform.</li> </ol>	15	4

## Mapping of POs/PSOs with COs

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	3	2	2	1	1	1	2	2	1	-	2	1	1	3
CO2	3	2	2	2	1	1	2	3	1	-	3	3	2	2
CO3	2	3	2	3	2	2	2	3	2	1	3	2	2	2
CO4	1	1	2	2	2	3	3	2	1	3	2	3	3	3
Average	2.25	1.75	2	2	1.5	2.25	2.25	2.5	1.25	2	2.5	2.5	2	2.5

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

## Suggested Readings:

1. Baird, R. D. (Ed.). (1995). *Religion in Modern India*. Delhi: Manohar.
2. Jones, K. W. (1989). *Socio-religious Reform Movements in British India (The New Cambridge History of India III-1)*. Hyderabad: Orient Longman.
3. Madan, T. N. (Ed.). (1992). *Religion in India*. New Delhi: Oxford University Press.
4. Muzumdar, H. T. (1986). *India's Religious Heritage*. New Delhi: Allied.
5. Roberts, K. A. (1984). *Religion in Sociological Perspective*. New York: Dorsey Press.
6. Shakir, M. (Ed.). (1989). *Religion, State and Politics in India*. Delhi: Ajanta Publications.
7. Turner, B. S. (1991). *Religion and Social Theory* (2nd ed.). London: Sage.