



**Program name:** B.A. (Sociology)  
Syllabus for Bachelors in Sociology  
3 years undergraduate Program structure  
**Program Code:** SOC3302

Offered by the Department of Sociology, School of Liberal Arts and Culture  
Studies  
Duration: 3 Years

**Academic Year: 2022-2023**  
**VISION OF THE UNIVERSITY**

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals are contributing to nation-building.

#### **MISSION STATEMENTS OF THE UNIVERSITY**

**M.S 01:** Improve employability through a futuristic curriculum and progressive pedagogy with cutting-edge technology

**M.S 02:** Foster outcomes-based education system for continuous improvement in education, research and all allied activities

**M.S 03:** Instil the notion of lifelong learning through a culture of research and innovation

**M.S 04:** Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date

**CHANCELLOR / VICE CHANCELLOR**

**SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES  
DEPARTMENT OF SOCIOLOGY**

**VISION OF THE SCHOOL**

To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

**MISSION STATEMENTS OF THE SCHOOL**

**M.S 01:** To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning and to engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy.

**M.S 02:** To ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond.



## **VISION OF THE DEPARTMENT**

To prepare socially responsible students with theoretical and substantive knowledge to contribute as skilled professionals within the institutions and organizations that shapes our future.

## **MISSION STATEMENT OF THE DEPARTMENT**

M.S 01: Deliver high quality education with research-orientation.

M.S 02: Impart lifelong learning for contributing local, national and international quality of life and sustainable development

M.S 03: Produce skilled professionals with theoretical and practical knowledge

M.S 04: Indoctrinate team work, professional integrity and social responsibility

**HOD**

**DEAN/SOLACS**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

**PEO 01:** Graduate will compete in national and international spheres to pursue their professional career in government jobs, NGO, public policy, social sectors, management, development, media and academia

**PEO 02:** Graduates will apply sociological perspectives to understand and solve social problems and pursue higher education and research with continuous upgradation of their professional skills

**PEO 03:** Graduate will value interpersonal professional relationships in team work and will inculcate sustainable development and quality of life in society

**PEO 04:** Graduates will become socially responsible, self-fulfilling human being

**HOD**

**DEAN/SOLACS**

PO1	Sociological Understanding:	<i>Sociological</i> studies range from the analysis of conversations and behaviours to the development of theories in order to understand how society works.
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PO2	Problem analysis and critical understanding:	Sociological insight into various social problems like poverty, illiteracy, violence against men and women and third gender helps to understand the social problems critically through a sociological lens.
PO3	Construction of social problem-solving Strategies:	Any social problem can be solved by using sociological perspective along with certain measures or steps to curtail the problems in order to create an egalitarian society irrespective of caste, class, gender, creed.
PO4	Research formulation for social issues:	Research is the foundation of any social issue or social problem which helps the researcher to develop an in-depth understanding about the social issue.
PO5	Usage of modern mechanism:	Technologically advanced learning is adopted using Modern tools like SPSS software where data collected are analyzed and interpreted through this software.
PO6	Creation of socially responsible human being:	Studying sociology helps the students to be aware about social issues and social problems happening in society and also to work in the field in order to bring about a transformation in social reality and be socially responsible as members of society.
PO7	Ecological and Sustainable Development-	Apply sociological understanding of change and development to inculcate ecological balance and sustainable development
PO8	Ethics and Values inculcation-:	Inculcate ethics, values and values to successfully implement professional ethics and responsibilities
PO9	Individual, group and society-	Understand individual, group and society interconnectedness and implement diverse sociological investigation
PO10	Communication and social relationships-	Understand and value social relationships and communicate effectively with diverse societal organizations, being competent to comprehend and write effective reports and design documentation
PO11	Professional Skill Development-.	Enhancement of critical and analytical skills along with communication and team work skills ensure the students towards successful career in sociology and other allied fields. Students would be able to get employment opportunities in the Teaching, NGOs, WBCS/UPSC, Social welfare sectors and Private sectors

<b>PO12</b>	<b>Life-Long</b>	<b>Recognize the need for, and have the preparation and aptitude to involve in independent and life-long learning in the wide-ranging context of society.</b>
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## FOUNDATION COURSES

### SEM 1 and 2

	COURSE CODE	COURSE NAME	TYPE	CREDIT
1	FLA11001	LINGUISTIC PROFICIENCY	THEORY	2
2	FLA11002	INTRODUCTION TO ART AND SOCIAL SCIENCES	THEORY	5
3	FLA11003	EVOLUTION OF TRADITIONS OF KNOWLEDGE	THEORY	2
4	FLA11007	SOCIAL AND POLITICAL FORMATION	THEORY	2
5	FLA11009	FRENCH	THEORY	0
6	FLA13001	CRITICAL THINKING AND REASONING	HYBRID	3
7	FLA13002	PUBLIC SPEAKING AND PRESENTATION SKILLS	HYBRID	2
8	FLA13003	CREATIVITY AND TECHNOLOGY	HYBRID	2
9	FLA13004	UNSUNG AND UNKNOWN ART AND CRAFT OF WEST BENGAL	HYBRID	2
10	DGS11001	DESIGN THINKING	THEORY	2
	<b>TOTAL CREDIT</b>			<b>22</b>

### SEM-2

	COURSE CODE	COURSE NAME	TYPE	CREDIT
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1	FLA13005	INTRODUCTION TO DATA ANALYSIS	THEORY	3
2	FLA13017	SCIENCE, TECHNOLOGY and SOCIETY	HYBRID	3
3	FLA13016	MEDIA, COMMUNICATION AND CULTURE	HYBRID	3
4	FLA11011	DIVERSITY AND INCLUSION	THEORY	3
5	FLA11012	HUMAN RIGHTS AND LEGAL AWARENESS	THEORY	3
6	FLA11013	BASICS OF FINANCE AND ACCOUNTING	THEORY	3
7	EIC11001	VENTURE IDEATION	THEORY	2
8	ENV11113	ENVIRONMENTAL STUDIES	THEORY	2
9	FLA11009	FRENCH	THEORY	0
<b>TOTAL CREDIT</b>				<b>22</b>

<b>SEMESTER III</b>								
1.	CC	SOC11042	Introduction to sociology	3	1	0	4	
2.	CC	SOC11043	Sociology of India	3	1	0	4	
3.	Major Elective	SOC11044	Sociology of Gender	3	1	0	4	
4.	Minor SOLACS		Any 1 from Pool	3	1	0	4	
	IDC	IDP14001	Inter-Disciplinary Project- <b>IDP</b>	2	0	2	3	
5.	SEC/Internship/ Dissertation (Across SOLACS)		Computer Applications	0	0	4	2	
6.	VAC		Social Responsibility and Community Engagement				2	
<b>Semester Credits</b>							<b>23</b>	

<b>SEMESTER IV</b>								
7.	CC	SOC11046	Sociological Thinkers	3	1	0	4	
8.	CC	SOC11047	Indian Sociological Thought	3	1	0	4	
9.	Major Elective	SOC11048	Sociology of Social Stratification	3	1	0	4	
10.	Minor SOLACS		Any 1 from Pool	3	1	0	4	
11.	AEC		Communicative English	2	0	2	3	
12.	SEC	SOC11050	Ethnographic Filmmaking	1	0	2	2	
13.	IDC		IDC-2	2	0	2	3	
14.	VAC		Human Values and Professional Ethics	2	0	0	2	
<b>Semester Credits</b>							<b>26</b>	
<b>SEMESTER V</b>								
15.	CC	SOC11051	Sociological Theories	3	1	0	4	
16.	CC	SOC11052	Research Methodology	3	1	0	4	
17.	Major Elective	SOC11053	Political Sociology	3	1	0	4	
18.	Minor SOLACS		Any 1 from Pool	3	1	0	4	
19.	Minor SOLACS		Any 1 from Pool	3	1	0	4	
20.	IDC		IDC-3	2	0	2	3	
21.	SEC	SOC11056	Internship	0	0	4	2	
<b>Semester Credits</b>							<b>25</b>	

SEMESTER VI								
22	CC	SOC11057	Sociology of religion	3	1	0	4	
23	CC	SOC11058	Globalization and Society	3	1	0	4	
24	Major Elective	SOC11059	Sociology of marginalized communities	3	1	0	4	
25	Minor SOLACS		Any 1 from Pool	3	1	0	4	
26	IDC		IDC-4	2	0	2	3	
27	SEC	SOC11061	Dissertation	0	0	16	8	
<b>Semester Credits</b>							<b>27</b>	

### List of Minors

Sem 3	Sem 4	Sem 5	Sem 6
History Of Literature (BEG11056)	Bengali Sci-Fi (BEG11069)	Culinary Culture In Bengal (BEG11082)	Bengali Subaltern Literature (BEG11096 )
Bengali Film Appreciation (BEG11057 )	Bookmaking (BEG11070)	Travel Literature In Bengali (BEG11083 )	Art In Bengal (BEG11097 )
Shishu-Kishor Sahitya (BEG11058)	Comparative Literature (BEG11071)	Stylistics (BEG11084 )	Foreign Language And Bengali (BEG11098)
Creative Writing (BEG11059)	History Of Bengali Music (BEG11072)	Media Studies (BEG1108)5	Theatre In Bengal (BEG11099 )
Bengali Popular Literature (BEG11060)	Selected Bengali Stories And Novels (BEG11073 )	Gender In Language (BEG11086)	Study Of Biographies (BEG11100 )
Crafts Of Bengal (BEG11061 )	Tagore Literature (BEG11074 )	Chhanda and Alankar (BEG11087)	Partition Literature (BEG11101 )
Fundamentals Of Sociology	Indian Society: Issues And	Rural And Urban Sociology (SOC11054)	Social Problems And Social Welfare- (SOC11060)

(SOC11045)	Perspectives (SOC11049)		
		Sociological Theories (SOC11055)	
Psychology Of Individual Differences(PSC1601)	Stress Management (PSC1602)	Psychology In Organization And Industry (Psc1603)	Elements Of Applied Psychology(PSC1605)
		Psychopathology And Psychological Management (PSC1604)	
Introduction to Language, Literature And Culture (ENG11028)	Academic And Professional Writing (ENG11097)	Editing And Publishing: An Introduction (ENG11098)	Text And Performance (ENG11031)
		Translation: an introduction (ENG11099)	
Myth And Reality: Understanding The Indian Epics (HST11064)	Margins Of History: Caste And Tribes In Modern India (HST11070)	Indian Art And Architecture (HST11076)	Making Of Contemporary India (HST11082)
		Popular Movements In India (HST11075)	
Governance Issues and Challenges (POS11071)	Gandhi and Contemporary World (POS11072)	Dilemmas in Politics (SPOS11073) Digital Governance (POS11075)	Digital Governance (POS11075)
		Feminism Theory and Practice (POS11074)	

**MDC/IDC to be offered by Sociology Department**

SEM 3	SEM 4	SEM 5	SEM 6
IDP- IDP14001	Computer Applications And Statistics For Sociology- SOC11062	Family, Marriage and Kinship- SOC11063	Environmental Sociology- SOC11064

# Semester 1

**Paper Name: Design Thinking**  
**Paper Code: DSG11001**  
**LTP: 2-0-0**

### **Course Outcomes**

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

- **CO1: Identify** the fundamental principles and stages of the Design Thinking process.
- **CO2: Explain** the role of empathy in the Design Thinking process and its importance in user-centered design.
- **CO3: Apply** the stages of Design Thinking (Empathize, Define, Ideate, Prototype, Test) to a real-world design challenge.
- **CO4: Analyze** user feedback to inform the iteration of a product or service design.
- **CO5: Evaluate** the effectiveness of a Design Thinking approach in addressing user needs and market demands.

### **Catalog Description**

Design thinking course is a completely online course offered to the first year UG programs across all streams. This course is designed to help understand the steps followed in the process of designing a solution to a problem.

### **Course Content**

#### **UNIT I: WHAT IS DESIGN THINKING -Psychology** **2 hours**

Designers seek to transform problems into opportunities. Through collaboration, teamwork, and creativity, they investigate user needs and desires on the way to developing human-centered products and/or services. This approach is at the very heart of design thinking.

#### **UNIT II: THE DESIGN THINKING MODEL** **2 hours**

A tool that helps guide you along a design thinking path. The model does this by providing a series of activities that that will help you effectively design a product, service or solution to a user's need. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

#### **UNIT III: PHASE 1: DISCOVER** **4 hours**

Begin the design thinking process with the Discover phase, where you will identify the specific problem your design is intended to solve, as well as important usability aspects from those who will use your design. Discovery can be performed through a variety of different research methods which you will learn in this module.

#### **UNIT IV: PHASE 2: DEFINE** **4 hours** **-Media/MC sir**

In the Define phase, you come to understand the problem. We often refer to this as framing the problem. You can do this by using a variety of tools, including storytelling, storyboarding, customer journey maps, personas, scenarios, and more.

**UNIT V: PHASE 3: DEVELOP****4 hours**

Turn your attention to solving the problem. In this phase you brainstorm custom creative solutions to the problems previously identified and framed. To do this, you conceptualize in any way that helps, putting ideas on paper, on a computer, or anywhere whereby they can be considered and discussed.

**UNIT VI: PHASE 4: DELIVER****4 hours**

This phase is all about testing and building concepts. Here you take all of the ideas that have been discussed to this point and bring them a little closer to reality by building a concept; something that makes it easier for a user to experience a design. This concept is referred to as a prototype.

**UNIT VII: PHASE 5: ITERATE****-Sociology****4 hours**

You will test the prototype of your design solution, collecting and acting on feedback received. These actions may mean minor or major revisions to your design, and are repeated as often as necessary until a solution is reached. Tools such as focus groups and questionnaires are used to help you collect feedback that can help with your final design.

**UNIT VIII: BEYOND DESIGN THINKING****2 hours**

The Design Thinking Model is a tool that helps guide you along a design thinking path. The model does this by providing a series of activities that will help you effectively design a product, service or solution to a user's need. The model presents the approach as a process, allowing us to look at each step – or phase – along the journey to the development of a final design.

**Text Books**

1. All the references are available to download in the online course.

**Reference Books**

1. Brown, Tim. "What We Can Learn from Barn Raisers." Design Thinking: Thoughts by Tim Brown. Design Thinking, 16 January 2015. Web. 9 July 2015.
2. Knapp, Jake. "The 8 Steps to Creating a Great Storyboard." Co.Design. Fast Company & Inc., 21 Dec. 2013. Web. 9 July 2015.
3. van der Lelie, Corrie. "The Value of Storyboards in the Product Design Process." Journal of Personal and Ubiquitous Computing 10.203 (2006): 159–162. Web. 9 July 2015. [PDF].
4. Millenson, Alisson. "Design Research 101: Prototyping Your Service with a Storyboard." Peer Insight. Peer Insight, 31 May 2013. Web. 9 July 2015.

**CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	2	3	3	2	1	2	1	2	3	3
CO2	-	2	-	3	2	-	2	3	3	1	-	3
CO3	-	1	-	1	1	3	-	1	2	1	3	3
CO4	-	1	-	1	-	1	-	1	1	1	2	3
CO5	-	1	1	-	2	2	-	1	1	1	3	3



**Paper Name: Unsung and Unknown Art and Craft of West Bengal**  
**Paper Code: FLA13005**  
**LTP: 0-1-1**

### Course Outcomes

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

- **CO1: Identify** the various unsung and lesser-known art forms and crafts practiced in West Bengal.
- **CO2: Explain** the cultural significance of specific art forms and crafts from rural Bengal.
- **CO3: Apply** basic techniques of one of West Bengal's traditional crafts to create a simple artifact
- **CO4: Analyze** the challenges faced by artisans in preserving and promoting these unsung and lesser-known crafts in a globalized market.
- **CO5: Evaluate** the impact of modern trends, such as digital media and globalization, on the survival and adaptation of these art forms.

### Catalog Description

This paper will talk about the lesser-known arts and crafts of Bengal which paved the path of today's culture study. Folk Art is an ancient form of expression in Bengal. This Does not only produce quality and authentic natural product but also narrates the story of rural Bengal for ages. Through this paper we will go for a time travel and understand how arts and crafts are worth preserving and how it leads to ultimately to preserve our society.

#### **UNIT 1: Introduction to Arts and Crafts of Bengal**

- 1.1 Tradition of Art and Craft – History, evolution, Philosophy.
- 1.2 Understanding of various Arts 1 – Performing Arts (Music, Dance, Drama, Kathakata)
- 1.3 Understanding of various Arts 2 – Fine Arts (Patachitra, Scroll painting, Pottery, Alpona, Wall Art, Putul)

#### **UNIT 2: Understanding Crafts of Bengal**

- 2.1 Dokra, Batik, Weaving (Clothing and household), Copper, Kantha, Jute
- 2.2 Terracotta, Mask, Conch Shell, Shola, Bamboo, Leather, Horns
- 2.3 Culinary culture

#### **UNIT 3: Practical**

- 3.1 Art related fieldwork and project

- 3.2 Craft related fieldwork and project
- 3.2 Workshop with resource person

**UNIT 4: DIY**

- 4.1 Assignments
- 4.2 Presentation
- 4.3 Pick your own form.

**CO-PO correlation Matrix**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>	3	-	-1	-	-	1	3	1	-	3	1	3
<b>CO2</b>	3	1	1	-	1	1	3	1	-	3	1	2
<b>CO3</b>	2	2	1	1	1	2	2	1	1	2	2	3
<b>CO4</b>	1	1	-	-	1	2	1	1	2	1	3	3
<b>CO5</b>	1	2	1	1	3	2	1	1	1	1	1	2

**Paper Name: Creativity and Technology**  
**Paper Code: FLA13003**  
**LTP: 1-0-1**

Course Outcomes:

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

- **CO1: Identify** the key concepts of creativity and the technological tools that foster innovation.
- **CO2: Explain** how technology can enhance or limit creative processes in different fields such as art, design, and media.
- **CO3: Apply** digital tools and software to create an original project that merges creative ideas with technological solutions.
- **CO4: Analyze** the impact of technological advancements on traditional creative disciplines, such as visual arts, music, or storytelling.
- **CO5: Evaluate** the ethical implications of using technology in creative practices, such as AI-generated art or digital manipulation.

Catalog Description

The society progresses by overcoming difficulties and problem situations. In doing so humans have resorted to technological development. From the earliest age of the Neanderthals to the Contemporary age, the Human Species have seen progress in time through advances in technology. This course proposes to chart the development of technology down the ages and situate it in the context of the contemporary culture. The birth of the network society and the cyberspace has

influenced every aspect of human life starting from communication to learning to performance, play and self-identity. The respective modules of the course will focus on particular aspects of the digital technology and the culture of performance. The course will be run in the hybrid mode, combining, both a theoretical and practical approach. The course will provide theoretical knowledge and state its practical implementation. It proposes to provide students a hands on training on basic web development, game development, prototyping and Digital archiving.

#### Course Content

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### **Module I** **6 Hours**

#### **Introduction:**

Introduction to creativity, Types of creativity, meaning of technology, ‘techne’ and the Greek thought. Technological Determinism.

### Module II: 6 Hours

Introduction to New Media, Culture in New Media, Audience and Spectacle, New Media Narratives

### Module III 8 Hours

Introduction to Digital Humanities, Gaming and theory, Electronic Literature

### Module IV 10 Hours

Introduction to Design and Development, Storyboarding, Prototyping, HTML coding, Gaming with TWINE and Unity.

#### **Text and Reference Books:**

1. John Adair. *The Art of Creative Thinking*. Kogan Page. 2009
2. N. Katherine Hayles. *Electronic Literature: New Horizons for the Literary*. University of Notre Dame Press. 2008

3. Pramod. K. Nayar. *An Introduction to New Media and Cybercultures*. Wiley Blackwell.2010
4. Adam Hammond. *Literature in the Digital Age:An Introduction*. Cambridge University Press, 2016.
5. Prof. Satish Jain and M.Geetha Iyer.*Web Designing and Publishing*. BPB Publications. 2020.

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	2	3	-	1	1	2	1	-	1	2	3
CO2	3	1	1	-	3	3	3	1	-	3	1	2
CO3	-	2	1	-	2	1	-	-	1	1	2	3
CO4	3	2	3	-	1	3	3	2	1	2	2	3
CO5	-	1	1	-	1	1	-	1	-	1	1	3

**Paper Name: Social and Political Foundation**  
**Paper Code: FLA11007**  
**LTP: 1-0-1**

**Course Outcomes:**

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

- **CO1: Identify** key concepts and theories related to the formation of social and political institutions.
- **CO2: Explain** the relationship between social movements and political change in different historical contexts.
- **CO3: Apply** theoretical frameworks to analyze current social and political issues in a specific region or community.
- **CO4: Analyze** the role of institutions such as the state, civil society, and media in shaping political formations and social identities.
- **CO5: Evaluate** the effectiveness of political reforms and policies in addressing social inequalities and power dynamics.

Course Description: This course introduces the students to critical concepts in the formation of society and polity. Students will be able to understand key terminology in the area, as well as develop an idea about how society works. This course will also create awareness among the students about participatory democracy. They will be able to grasp the meaning and elements of the State.

**Modules:**

Unit 1: Thinking Sociologically 7 hours

- 1.1 Cultural diversity and sociological perspectives
- 1.2 Social Structure- Social groups, community, role and status
- 1.3 Social control and deviance

Unit 2: Conceptualizing gender and modernity 8 hours

- 2.1 Socialization
- 2.2 Stratification and society
- 2.3 Liquid modernity- Liquid love, transformation of intimacy, plastic sexuality

Unit 3: Conceptualizing the State 7 hours

- 3.1 Origin of the State

3.2 Elements/ factors and Perspectives

3.3 Types of State- Authoritarian, Democratic, Liberal, Socialist, Welfare and so on.

Unit 4: Voters, Public opinion, and Political Mobilization

8 hours

4.1 Political Institutions and Organizations

4.2 Participation of Voters in democratic affairs

4.3 Role of social media in Political Mobilization

Suggestive Readings:

Unit- I & II

Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University press.

Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

Giddens, A., 1993.Essentials of Sociology, Uk: Polity Press

Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.

Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.

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Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

Rawat, H.K., 2015, Sociology: Basic Concepts, Rawat Publications

Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

Unit- III & IV

Christiano, Th. (2008). Democracy, in Mckinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 80-96.

Owen, D. (2003). Democracy, in Bellamy, R. and Mason, A. (eds.) Political Concepts. Manchester and New York: Manchester University Press, pp. 105-117.

Mathur, Kuldeep (2018) Government to Governance, NBT, India.

Chakrabarty. &Bhattacharya. (eds.) (1998) The Governance Discourse, New Delhi:Oxford University Press,

Munshi S. and Biju P. A. [eds.], Good Governance, Democratic Societies And Globalisation, Sage Publishers.

United Nation Development Programme, (1997) “Reconceptualising Governance”, NewYork,

Smith, B. C (2007). Good Governance and Development, Palgrave.

Heywood, A. (2011). Global Politics, New York: Palgrave, 2011, pp. 383-411.

Baviskar, A (1995). The Politics of the Andolan’, in the Belly of the River: Tribal Conflict Over Development in the Narmada Valley, Oxford University Press, Delhi, pp.202-228.

Hardiman, D. (1981). The Kheda Satyagraha, in Peasant Nationalists of Gujarat: Kheda District, 1917-1934, Oxford University Press, Delhi, pp. 86-113.

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	3	2	-	-	2	1	1	-	3	1	3
CO2	-	2	1	2	1	-	-	3	3	1	2	3
CO3	1	2	2	-	1	3	1	1	1	1	2	3
CO4	-	2	-	-	1	1	3	1	2	1	2	3
CO5	-	-	-	2	2	1	-	3	3	-	2	3



**Paper Name: Critical Thinking and Reasoning**  
**Paper Code: FLA13001**  
**LTP: 2-0-0**

**Course Outcomes:**

- **CO1: Identify** key concepts and types of reasoning, such as deductive, inductive, and abductive reasoning.
- **CO2: Explain** the differences between formal and informal reasoning, and their applications in problem-solving.
- **CO3: Apply** critical thinking techniques to evaluate arguments and evidence in academic or real-world contexts.
- **CO4: Analyze** complex problems by breaking them down into their components, assessing their underlying assumptions and reasoning patterns.
- **CO5: Assess** the nature of problems and solve that.

**Course Content:**

**UNIT I**

- i. Introduction: Concept of critical thinking and reasoning.
- ii. Nature and importance of critical thinking and reasoning.
- iii. Relationship between critical thinking and reasoning.

**UNIT II**

- i. Dispositions and skills towards critical thinking.
- ii. Training and development of critical thinking.
- iii. Why can good critical thinking be difficult?

### UNIT III

- i. Explaining reasoning: the classical approach and the new paradigm.
- ii. Logical reasoning and its types.
- iii. Role of the different types of reasoning in problem solving.

### UNIT IV

Mini class project on the applications of critical thinking and reasoning.

#### **References:**

Cognitive Psychology (8th Edition) by Robert L. Solso, Otto H. MacLin, M. Kimberly MacLin

Farmer, T. A., & Matlin, M. W. (2019). *Cognition*.

Manktelow, K., & Galbraith, N. (2012). *Thinking and Reasoning* (1st ed.). Taylor and Francis. Retrieved from <https://www.perlego.com/book/2192385/thinking-and-reasoning-pdf> (Original work published 2012)

#### **CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	2	3	-	1	2	2	1	-	3	1	3
CO2	-	3	1	-	3	3	1	1	-	2	1	3
CO3	1	3	3	-	2	2	3	1	1	2	2	3
CO4	-	3	3	-	2	3	-	1	1	1	2	3
CO5	-	-	1	-	2	2	3	1	1	1	2	3

**Subject Name: Language French**  
**Subject Code: FLA11009**  
**LTP: 2-0-0**

**Course Outcomes:**

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

- **CO1: Define** the elementary level of French grammar.
- **CO2: Explain** the communication skill in French and give their introduction to others.
- **CO3 -Illustrate** the basic knowledge of French culture and civilization.
- **CO4: Analyze** the importance of French as a language and Literature.
- **CO5: Evaluate** the mechanism of knowledge derived from the language.

**Course description:**

The course provides an understanding of one of an important international language. This course provides a peek into the culture, Language speaking world. Students will develop a skill and ability to communicate in real life situations by acquiring reading , \writing , listening and speaking skills.

**Course content:**

**Unit : 1**

- a) Les alphabets, La prononciation, Les accents
- b) Saluer, S'adresser poliment
- c) Les nombres (cardinaux, ordinaux), Compter, Communiquer en classe, demander et donner les informations, La date, demander/dire l'heure, Les jours de la semaine et les mois de l'année, Les couleurs

## **Unit :2**

- a) Les articles définis et indéfinis, Les pronoms sujets.
- b) Les Pays et Les adjectifs de nationalité
- c) Les verbes être, avoir, aller, s'appeler, Regular Verbe : ER, IR, RE, La négation

## **Unit :3**

- a) La culture et la civilisation français : Vin, Parfums, Les personnes célèbres français, Le drapeau français
- b) A propos de la France.
- c) Les fromages, Les villes, La Francophone.

## **Unit :4**

- a) Se présenter,
- b) Présenter quelqu'un
- c) La conversation de base

Suggested Readings :

Jumelage

Apprenons Le Français 0,1,2 textbook & workbook La  
saison

Entre Jeune

Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor

### CO-PO correlation Matrix

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>	3	-	3	-	1	-	3	1	2	-	2	3
<b>CO2</b>	2	1	1	-	3	-	1	1	-	2	1	3
<b>CO3</b>	3	3	3	-	2	2	3	1	1	2	2	3
<b>CO4</b>	3	1	1	-	2	3	-	1	1	1	2	3
<b>CO5</b>	3	2	1	-	2	2	3	1	1	1	2	3

**Subject Name: Evolution of Traditions of Knowledge**  
**Subject Code: FLA11003**  
**LTP: 2-0-0**

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience: philosophy, medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. Concepts and technical vocabularies of these traditions are still a part of the thinking and the languages of modern India.

Aims and Objectives of the course:

- **CO1: Identify** major knowledge systems and traditions that have shaped human understanding across different civilizations.
- **CO2: Describe** the historical contexts that gave rise to different traditions of knowledge, such as ancient philosophy, religious teachings, and indigenous wisdom.
- **CO3: Demonstrate** an understanding of how indigenous knowledge systems contribute to contemporary solutions in environmental stewardship and resource management.
- **CO4: Analyze** the impact of technological advancements and societal transformations (e.g., the printing press, digital revolution) on the evolution and spread of knowledge systems.
- **CO5: Evaluate** the ways in which traditional knowledge systems have been preserved, adapted, or transformed in response to external influences such as colonization and globalization.

Students will be able to:

Unit I: Indian Philosophical Systems

- a. Evolution of philosophical questioning
- b. Six Philosophical Schools
- c. Buddha and Jainism

- d. Sankracarya and Ramanuja

## Unit II: Indian Medical Traditions

- a. Introduction to Indian Medical Traditions
- b. Ideas of Caraka Samhita
- c. Practices in Sustruta Samhita
- d. Ayurvedic Medicine

## Unit III: Dance, Drama and Theatre

- a. Different Dance Forms
- b. Drama through the ages
- c. Evolution of Theatre

## Reading List

Atlekar, A.S. (1957). Education in India, Varanasi: Vawal Kishore and Bros.

Agaham, Williard (1964). A Guide to Teaching, New York: Harper and Row.

Aiyar, S.P. (1965). "Education and the Traditional Society in India",

General Education Quarterly (Vol. 111, No. I), October 1965.

Appadorai, A. (1968). "Integration Council and its Task," The Hindustan

Times, June 20, 1968.



Biddle, Brue J., et. al. (1966). *Essays on the Social Structure of Education*.  
Columbia, Missouri: University of Missouri.

Butts, Robert I.; (1947). *A Cultural History of Education: Reassessing our Educational Traditions*, 1<sup>st</sup> ed., New York and London: McGraw Hill Book Co., Inc.

Cale, Luella (1950). *A History of Education: Socrates to Montessori*.  
New York, Holt, Rinehart & Winston, Inc.

Damle, Y.B. (1966). "Socialisation for an Unknown Future" --paper presented to the Seminar on "Higher Education, Technology and Social Change"

(December 1-3, 1966). New Delhi, Indian Institute of Technology,

Department of Humanities and Social Sciences.

"Education and Social Values" - paper presented to the "Conference of Indian Sociologists" (October 14- 16, 1967), Bombay Indian Sociological Society, 1967

Dewey, John (1939). *Democracy and Education: An Introduction to Philosophy of Education*, New York, G.P. Putnam's Sons.

"Educational and Traditional values -A Symposium, "Educurion  
 Quczrterly (Vol. 15, No.58), June 1963, pp.64-105 (See especially the  
 contributions of

Zakir Hussain, Mulk Raj Anand, Kamla Devi Chattopadhyaya  
 and A.R. Wadia.).

Eisenstadt, S.N. (1 956). From Generation to Generation, Chicago: Free  
 Press. Erickson, Erick H., (Ed.) (1963). Youth: Change and Challenge,  
 New York: Basic Books.

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	2	1	-	1	-	1	1	2	-	2	3
CO2	3	1	1	-	1	1	3	1	-	2	1	3
CO3	-	2	3	-	2	2	3	1	1	2	2	3
CO4	-	-	1	-	2	3	-	1	1	1	2	3
CO5	1	2	1	-	2	2	3	1	1	1	2	3

**Subject Name: Linguistic Proficiency**

**Subject Code: FLA11001**

**LTP: 2-0-0**

**Course Outcome:**

- **CO1:** *Identify* the sounds of the target language and *differentiate* between phonetic variations to *produce* accurate pronunciation.
- **CO2:** *Describe* correct stress, intonation, and rhythm in spoken language to *improve* fluency and comprehensibility.
- **CO3:** *Recognize* grammatical rules and *apply* them to construct grammatically correct sentences in speaking and writing.
- **CO4:** *Analyze* sentence structures to *identify* and *correct* errors in both personal and peer communication.
- **CO5:** *Evaluate* spoken language in diverse contexts, such as discussions, media, or lectures, to *assess* speakers' intent and underlying meaning.

**Course Content:**

1. What is Linguistics?
  - 1.1 Language Acquisition; Language, Mind, and Society;
  - 1.2 Language as a system of signs;
  - 1.3 Competence, Performance, I-Language, and E-Language.
2. Phonetics and Phonology
  - 2.1 Mechanism of Speech Production;

- 2.2 IPA transcription; Internal Structure of Speech Sounds;
- 2.3 The External Organization of Speech Sounds.
- 3. Morphology
  - 3.1 Morpheme, Morph, Allomorph;
  - 3.2 Word Formation Process;
  - 3.3 Morphophonemics.
- 4. Syntax and Semantics
  - 4.1 Generative Grammar; Parts of Speech and IC Analysis:
  - 4.2 Trees and Phrase Structure Rules; Some Basic Concepts of Meaning;
  - 4.3 Sentence Meaning, Stylistics

### **Suggested Reading**

1. Akmajian A., R.A. Demers and R.M. Harnish, Linguistics: An Introduction to Language and Communication. Cambridge, Mass: MIT Press. (Indian ed. 1996. Prentice Hall.).
2. Lever J. Principles of Phonetics. Cambridge University Press. 1994.
3. Katamba F. An Introduction to Phonology. 1989.
4. Katamba F. Morphology. London. 1993.
5. Carnie A. Syntax A Generative Introduction. Wiley Blackwell. 2021.

### **CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO1</b>	1	2	1	-	1	-	1	1	2	-	2	3
<b>CO2</b>	3	1	1	-	1	1	3	1	-	2	1	3
<b>CO3</b>	-	2	3	-	2	2	3	1	1	2	2	3
<b>CO4</b>	-	-	1	-	2	3	-	1	1	1	2	3
<b>CO5</b>	1	2	1	-	2	2	3	1	1	1	2	3

**Subject Name: Introduction to Arts and Social  
Sciences**

**Subject Code: FLA11002**

**LTP: 2-2-0**

Course Outcome:

- CO1: Identify major art movements and their social implications.
- CO2: Explain the relationship between art and society, and how cultural factors influence artistic expression.
- CO3: Apply basic social science theories to analyze specific artworks or art movements.
- CO4: Analyze the influence of social structures (e.g., politics, religion, economy) on the evolution of art.
- CO5: Evaluate the impact of significant artworks on social change.

Course Content:

Unit-I: Literature and Perceptions

- a) Literary terms and theories: Important Literary movements in Literary History
- b) Comparative methodology: Interdisciplinary approach, importance of translation
- c) Textual Analysis:
  - Indian writing in English (Any one)
  - Indian Literature in English Translation (Any One)

## Unit-II: Meaning and Nature of Sociology

- a) Emergence of Sociology
- b) Meaning Nature and Scope, Subject matter
- c) Science or not; Sociological imagination.

## Unit-III: Indian Constitution: Rights and Duties

- a) Introduction to Constitution of India: Evolution & Salient Features
- b) Fundamental Rights & Constitutional Remedies
- c) Directive Principles of State Policy and Fundamental Duties

## Unit IV: Why Study History?

- a. The reason for studying history
- b. The nature of the historical discipline, its development and scope
- c. Issues in historiography, past and present

## UNIT V: Fundamentals of Human Behaviour

- a) Introduction: Definition and schools of psychology.
- b) Perspectives on behaviour; Subfields of psychology
- c) Methods of psychology

## SUGGESTED READINGS:

- Abrams, M.H. Glossary of Literary Terms, Cengage India Private Limited; 11th edition (1 February 2015)
- Wellek and Warren, Theory of Literature, Mariner Books; 3rd edition (1 June 1956)
- Raymond Williams, Culture and Society: Essential Writings, SAGE Publications Ltd; 1st edition (23 January 2014)
- Select Essays by Meenakshi Mukherjee and Tuntun Mukherjee on Translation
- R.K. Narayan, Swami and Friends, Indian Thought Publications; Edition (1 December 2008) /Malgudi Days, Indian Thought Publications; 1st edition (1 December 1982)
- Ruskin Bond, Uncle Aunts and Elephants, Puffin (21 August 2014) / The Adventures of Rusty, Penguin India; 2012th edition (24 January 2012)
- Sukumar Ray, Ha ja ba ra la, Lulu.com (7 August 2005)
- Panchatantra, Rupa & Co (1 December 1991) / Katha Sarit Sagar, CreateSpace Independent Publishing Platform (August 18, 2014)
  
- Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories. Oxford University Press.
  
- Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

- Giddens,A., 1993.*Essentials of Sociology*, UK: Polity Press
- The Constitution of India (Govt. of India Publication - Latest Edition)
- M. V Pylee, India’s Constitution.
- D. D. Basu, Introduction to the Constitution of India.
- E H Carr, *What is History?* Penguin, UK, 1991.
- Collingwood, R.G. *The Idea of History*, Oxford University Prees, London, 1946.
- Mark T. Gilderhus, History & Historians: A Historiographical Introduction
- David Hackett Fisher, The Fallacies of History: Toward a Logic of Historical Thought
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: PearsonEducation.
- Mishra, B. K.(2016). Psychology. The Study of Human Behaviour (2nd Edition). PHI LearningPrivate Limited.

**CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	2	1	-	1	-	1	1	2	-	2	3
CO2	3	1	1	-	1	1	3	1	-	2	1	3
CO3	-	2	3	-	2	2	3	1	1	2	2	3
CO4	-	-	1	-	2	3	-	1	1	1	2	3
CO5	1	2	1	-	2	2	3	1	1	1	2	3

**Subject Name: Public Speaking and Presentation Skills**

**Subject Code: FLA13002**

**LTP: 1-1-0**

**Public Speaking and Presentation Skills (Credit 2) Foundation  
Course- UG I**

Course Outcome:

CO1: Identify key elements of effective public speaking, including voice modulation, body language, and audience engagement.

CO2: *Explain* the role of audience analysis, speech structure, and delivery techniques in successful presentations.

CO3: *Demonstrate* effective public speaking techniques by *using* appropriate gestures, eye contact, tone, and pacing during presentations.

CO4: *Analyze* persuasive techniques in public speeches to *evaluate* their effectiveness in influencing audience opinions.



CO5: *Evaluate* impromptu speeches for clarity, coherence, and effectiveness in addressing the topic.

Course Content:

### **Unit 1: Yourself and Public Space**

Texts:

**1. “Home” Carson Ellis <https://www.carsonellis.com/>**

The class will be given a brief introduction to how to look at this painting. How are reading a book and reading a film unique experience? Where we can place paintings here. The thought of black and white letters to a colorful frame.

- They are asked to look at the painting and observe it and describe the painting by mentioning minute details. They are asked to try interpreting some they see in the painting. (150 words)

**2. *Just Walk on by Black Men and Public Space* by Brent Staples (1986).**

The class will read an article which will discuss about identity in a broader sense. The students are during the discussion are supposed to share their individual opinions and experience once they are responding to ideas like Racial and ethnic discrimination happening in public space. To deepen the discussion the class will watch few videos from YouTube.

• <https://www.youtube.com/watch?v=POzOM0FT81E> Branded by law:

• <https://www.youtube.com/watch?v=xTQTcfk5Bmw> *The truth behind the TV show Cops* (2019) by Vox

• <https://www.youtube.com/watch?v=JuwckZghg8Y> *Racist Things People from the Northeast are Tired of Hearing* (2020) by The Quint

## Secondary Materials

*India's denotified tribes* (2016) by The Hindu

### Classroom discussion and responding exercise:

The focal texts would be read by them and responding to few questions posed by the teacher. Following are the questions to which students would respond.

- • What argument is Staples making about identity?
- • What strategies and details does he use to strengthen and support his position?
- • Do you think this happens in your surroundings?
- • What aspect of your own identity most often defines you in the eyes of others in such a way that it effects how they not only see but respond to?
- • How it is shaped the way you look at yourself? Have you experienced or seen similar incidents while you are moving around?

3. Understanding Communication, Verbal and Non-verbal communication, Barriers of communication (Theoretical and classroom discussion).

### Unit 2: Placing as citizens/individuals

Texts:

### 3. Where's Sandra (2006) Dir Paromita Vohra

<https://www.youtube.com/watch?v=ZnsAjSZSzUw>

The concept of woman in a public space, how the society end up creating stereotypes for women who are independent and outgoing into the public space. How the idea of labour and work creates a different image for women? Does the society look some employees and their profession as “specific kind”? The discussion will be covering their individual experiences focusing how gender functions in public space.

### Speaking exercise:

Explain one scene or shot in detail and find few ideas to see how it adds to your personal experience.

**4. A Lover's Embrace – Suketu Mehta (1997) excerpted from 'Mumbai', Granta no.57, India: The Goden Jubilee.**

The class will read the passage individually and respond to it. As the earlier text creates a space for placing students in the context of what is public space, the current text will be extending it. The students are encouraged to read and identify public space where people from diverse strata coming together and accepting the differences. Does the essay in anyway relatable to current time? How religion, class and caste diminish in a public transport? Do they? They are asked to specifically locate portions which substantiate this.

**Secondary Materials**

<https://www.youtube.com/watch?v=FCyJ9WdSTxY> My First Train Journey

- Director's Cut (advertisement for Paper boat)

**5. Persuasive Speech:** 7–9-minute speech, in which you propose several practical solutions to a significant social problem. Six sources required. Classmates should evaluate your peer's persuasive speech and explain their log for marking. Teacher should initiate discussion on persuasion and public speaking.

**Unit 3: The Question of Choice**

Texts:

**1. *The Road not Taken* by Robert Frost (1916)**

<https://www.poetryfoundation.org/poems/44272/the-road-not-taken>

**2. *Three Simple Statements* by Saadat Hasan Manto (1997)**

**Classroom discussion:** Understanding

- • How easier is the process of choosing?
- • Did you find any change happening in the way you look at “choice”?
- • Does this process involve any complexities or is it a comparatively plain/straight forward act?

**3. Group discussion and presentation:**

The class is divided into groups and are asked to find a musical piece. Each group can select two songs which have social, political and cultural significance and respond to it by introducing them to the class. It is not necessary that it should be released in any platforms. You can find songs which are not given tune but existing in written format, explore all the possibilities. 15 min presentation for each group.

## Unit 4: Creating Perspective from Where You Belong.

Texts:

### 1. Don't Trust the Applause by Nisha Giridharan (2013)

[https://www.sciencemag.org/news/2013/06/dont-trust-applause / #ChangeTheClap](https://www.sciencemag.org/news/2013/06/dont-trust-applause/#ChangeTheClap) by We

**Are APTN (2017)** [https://www.youtube.com/watch?v=vGsNPHj\\_ZdA](https://www.youtube.com/watch?v=vGsNPHj_ZdA) / **Transgenders in Kochi Metro Work Force by Kerala Government**

[https://www.facebook.com/keralainformation/videos/183501910681\\_7702/](https://www.facebook.com/keralainformation/videos/183501910681_7702/)

Show these videos and include a classroom discussion where individual students register their opinion for 5 minutes.

2. **Find meaning of these words-** gender, heteronormativity, queer, masculinity, LGBTQ+, womxn and womyn, Sze. You can use any resources to find the meaning. (Group activity and presentation)

3. What's So Great About "Being a Man"? by The Swaddle (2020) <https://www.youtube.com/watch?v=0S8v0A51HXU>

Reference:

Morreale, S. (2010). The competent public speaker. New York, NY: Peter Lang.

Jensen, K. & Williams, D. (1998). Teaching the honors public speaking course. Basic Communication Course Annual, 10(1), 133-157.

Lucas, S. E. (2012). The Art of Public Speaking. 11th edition. New York, NY: McGraw Hill

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	2	1	-	1	-	1	1	2	-	2	3
CO2	3	1	1	-	1	1	3	1	-	2	1	3
CO3	-	2	3	-	2	2	3	1	1	2	2	3
CO4	-	-	1	-	2	3	-	1	1	1	2	3
CO5	1	2	1	-	2	2	3	1	1	1	2	3

# **Semester 2**

**Paper Name: Environmental Studies**  
**Paper Code: ENV11106**  
**LTP: 2-0-0**

**Course Outcomes**

On completion of this course the students will be able to:

CO 1: Define various types of ecosystem dynamics, perceive and appreciate the surrounding nature.

CO 2: Describe the intrinsic relationship between humans and the environment, our position in the ecosystem around us, and the importance of biodiversity.

CO 3: Demonstrate the presence of various pollutants, their significance, and impacts, and develop the underlying concepts involved in various air pollution prevention and mitigation measures.

CO 4: Distinguish knowledge about natural resources including energy resources.

CO 5: Assess the legal framework in our country for safeguarding the environment including pollution prevention, control, management, and wildlife management.

**Course Description:**

We can survive without everything except food, which includes fuel and other nutrients and oxygen. For these two basic requirements, we must depend on our environment. But, over exploitation of resources, polluting the media around us, has resulted in environmental backlashes of both global and local scales. We are going through the sixth mass extinction event, the Holocene Extinction, which makes studying this subject as a compulsory course even more relevant, to develop the students into responsible citizens of the future.

**Detailed syllabus:**

**Unit I : Resources**

Renewable and non-renewable resources; Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people, Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems, Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies, Land resources: Land as a resource, land degradation, soil erosion and desertification, Energy Resources: renewable and nonrenewable energy resources, fossil fuel types and their environmental impact, solar, wind, hydropower, biomass energy and geothermal energy

**Unit II: Ecosystems& Biodiversity**

Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Food chains, food webs and ecological pyramids, Energy Flow

Levels of Biodiversity: genetic, species and ecosystem diversity, Values of biodiversity, India as a mega-diversity nation, Biodiversity hotspots, Threats to Biodiversity, In-situ and Ex-situ conservation of Biodiversity

**Unit III: Environmental Pollution**

Environmental pollution: types, causes, effects and controls; Air, water and noise pollution, Pollution case studies

**Unit IV: Environmental issues and policies**

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Human population growth: Impacts on environment, human health and welfare. Environmental movements: Chipko, Silent valley, Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Sustainable development, Water conservation, rainwater harvesting, watershed management; its problems and concerns. Environmental communication and public awareness, case studies; Swachh Bharat Mission

<b>Text Books:</b>	
1.	Principles of Environmental Science, 4 <sup>th</sup> edition by Cunningham, W.P. and Cunningham, M.A. (2002), Tata McGraw-Hill Publishing Company, New Delhi
2.	Basic Environmental Engineering & Elementary Biology by Monidranath Patra and Rahul Kumar Singha, Aryan Publishing house
3.	Introduction to Environmental Engineering and Science, by Masters, G.M., Prentice Hall of India, Second Indian Reprint.
<b>Reference Books:</b>	
1	Wastewater Engineering: Treatment and Reuse, 4 <sup>th</sup> Edition, Metcalf and Eddy, Inc. McGraw-Hill, Inc., New York, 2002
2	Environmental Engineering”, Howard S. Peavy, Donald R. Rowe and George Tchobanoglous, McGraw-Hill Education (India) Private Limited, New Delhi
3	Introduction to Environmental Engineering, 2 <sup>nd</sup> Ed. by Davis, M. L. and Cornwell D. A. McGraw Hill, Singapore.
4	Environmental Sciences: The Environment and Human Impact by Jackson, A.R.W. and

**CO-PO correlation Matrix**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>	-	-	1	-	-	1	-	1	1	1	1	2
<b>CO2</b>	-	-	1	-	1	1	1	-	-	1	1	1
<b>CO3</b>	-	-	-	-	1	1	-	1	1	1	1	3
<b>CO4</b>	-	-	-	-	-	2	-	1	1	-	2	2
<b>CO5</b>	-	3	3	-	2	2	-	1	1	2	2	2

**Paper Name: Venture Ideation  
 Paper Code: EIC11001  
 LTP: 2-0-0**

**Course Outcomes**

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



- CO1. Identify personal capacity in the context of the entrepreneurial process
- CO2. Explain characteristics of successful entrepreneurs and entrepreneurial forms and processes
- CO3. Apply resources, research and tools for Entrepreneurial ventures
- CO4. Analyze and apply opportunity identification techniques, feasibility terminology, processes and models
- CO5. Assess Ideation and planning documents for entrepreneurial venture

**Catalog Description**

Over the last decade, the core of our economy has been transitioning from one of industrial might, large monolithic corporations and mass production towards one of networks, flexible enterprises comprising many smaller units and unique value. This new economy is based on innovation originating in creativity and design; it is also disrupting long-standing and established employment patterns and bringing to the fore the importance of entrepreneurship. This core unit will bring together creativity, design and entrepreneurship at the conceptual and more practical level. It aims to explore the nature, determinants and consequences of creativity, design and entrepreneurship as well as the interaction between them.

**Course Content**

**Unit 1. Introduction**

**6 hours**

Preview of the Course, Introduction to the Course, Guest Lecture with U.S. Secretary of Commerce Penny Pritzker – Meaning of Innovation, Entrepreneurial opportunities, Factors influencing the feasibility of an innovation, Innovation strategy: technology-push or market-pull, Product-market fit, How to develop a business model, Walkthrough of the business model canvas, Welcome to Innovation for Entrepreneurs: From Idea to Marketplace.

**Unit 2. Customer Discovery and Validation**

**6 hours**

Customer types, Customer archetypes, Customer segments and business models, Customer segments, value propositions, product features, value mapping, interviewing customer, insights of your customers.

**Unit 3: Product Understanding and Marketing.**

**6 hours**

Customer value, The DNA of customer-centricity, Crossing the chasm, Qualitative and quantitative marketing research, importance and methods of market segmentation, Focusing on the target market, Beyond the chasm, Strategic implications of beyond the chasm, E-commerce: The internet as a selling platform.

**Unit 4. Prototyping and Testing.**

**6 hours**

Planning for prototyping, Rapid prototyping and development, Lean startup MVPs, Choosing a wire framing/UX prototyping tool, Anatomy of an experience map, What you'll learn from user testing, Analytics and insight, Troubleshooting your customer discovery, Levels of a product/service.

**CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	2	-	-	-	-	2	-

<b>CO2</b>	-	-	-	-	-	3	-	-	-	-	3	-
<b>CO3</b>	-	-	-	-	-	3	-	3	-	-	3	-
<b>CO4</b>	-	-	-	-	-	2	-	3	-	-	3	-
<b>CO5</b>	-	-	-	-	-	3	-	3	-	-	2	-

**Paper Name: INTRODUCTION TO DATA ANALYSIS**  
**Paper Code: FLA13005**  
**LTP: 2-0-1**

## Course Outcomes

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

CO1: *Identify* different types of data (quantitative, qualitative) and *explain* their significance in data analysis.

CO2: *Describe* the process of collecting raw data and *identify* common issues in data quality such as missing values or outliers.

CO3: *Apply* data cleaning techniques to *remove* inconsistencies and *prepare* data for analysis.

CO4: *Analyze* the initial results of EDA to *identify* trends or potential areas for deeper investigation.

CO5: *Formulate* data-driven recommendations based on analysis results and *communicate* these insights to stakeholders.

## Course Description:

This course will provide firsthand knowledge on different forms of data, methods of data collection, data analysis, and its storage. The students will get to know about various statistical tools and techniques –central tendency and the application of those in research and also will be provided with practical knowledge of computer and other software relevant for research. Most importantly, students will be given training on SPSS and MS-Excel for data analysis and they will be involved in data analysis projects of department.

## Course Content

### UNIT I

Lecture Hours:

**10**

1.1 Introduction and Understanding of Data -Primary, Secondary

1.2 Data Collection, Data Storage and Data Processing

1.3 Techniques of Data Collection:

- a) Questionnaire and Interview Schedule
- b) Observation
- c) Case study
- d) Content Analysis

### UNIT II

Lecture Hours:

**10**

2.1 Societal Impacts

- a) Data Protection
- b) Cyber Crime
- c) Impact on Health

2.2 Indian Information Technology Acts (IT Act 2000, 2008)

2.3 Ethical issues and data management

### UNIT III

Lecture Hours:

**12**

3.1 Types of Data Analysis

- a) Descriptive analysis
- b) Exploratory analysis

3.2 Statistical Techniques for Data Processing- (Measures of Central Tendency- Mean, Median and Mode).

### 3.3 Introduction to SPSS and MS-Excel

4.1 Emerging Trends: Social media and digital space

4.2 Big Data and Google Analytics

4.3 Group Project

#### Suggested Readings:

1. Blalock. Social Statistics McGraw Hill Series in Sociology 2<sup>nd</sup> Edition. Delhi:1979
2. Elifson and others. Fundamentals of Social Statistics (Chs. 1-8) Mc Graw Hill Delhi:1990
3. R Mark Sirkin. Statistics for the Social Science 3<sup>rd</sup> Edition Sage Publications. London:2005
4. S. Landau and S. Everitt, A handbook of Statistical analysis using SPSS, Chapman and Hall/CRC, 2004
5. Arthur Aron and Eliot Coups. Statistics for the Behavioural and Social Sciences: A brief Course 5<sup>th</sup> Edition. Pearson Publisher. 2010.
6. Levin, Jack and James A.F Elementary Statistics in Social Research. Pearson Publisher. 2006.
7. Babbie, E. 2004. The Practice of Social Research. Thomson and Wadsworth.
7. Baker, T.L. 1990. Doing Social Research. McGraw-Hill.
8. F.G. 2007. Methods of Social Research. Free Press
9. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70
10. Kothari, C.R Research Methodology: Methods and Techniques, New Delhi: New Age. 2004.
11. Ganis, Matthew and Kohirkar, Avinash, *Social Media Analytics*, Pearson Education India (2016), 304 pages, ISBN-10 : 9789332578463, ISBN-13 : 978-9332578463
12. Hurwitz, Judith; Nugent, Alan; Halper, Fern; Kaufman, Marcia, *Big Data for Dummies*, Wiley (2013), 336 pages, ISBN-10 : 9788126543281, ISBN-13 : 978-8126543281
13. Kelsey, Todd, *Introduction to Google Analytics: A Guide for Absolute Beginners*, APress (2017), 141 Pages, ISBN-10 : 9781484228289, ISBN-13 : 978-1484228289

#### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	2	-	-	1	3	3	-	-	3	1	3
CO2	-	1	-	-	3	3	3	-	-	3	1	2
CO3	-	2	-	-	2	2	3	-	1	1	2	3
CO4	-	1	-	2	2	2	3	-	1	1	2	3

CO5	-	1	-	2	2	2	3	-	1	1	2	3
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**Paper Name: Science, Technology and Society**  
**Paper Code: FLA13017**  
**LTP: 2-0-1**

### Semester II

**Course Outcome:**

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

CO1: *Identify* key historical developments in science and technology.

CO2: *Describe* how scientific discoveries and technological advancements have *influenced* cultural, political, and economic structures.

CO3: *Demonstrate* innovative technological solutions that *address* pressing societal problems, particularly in developing regions.

CO4: *Analyze* how science and technology are *portrayed* in media and popular culture.

CO5: *Asses* the role of government and international organizations in *regulating* scientific research and technological innovations.

## **Unit I: *People***

1. Conventional Agriculture,
2. Smart agriculture and IoT application
3. Education
4. Public health,
5. Balanced diet,
6. Probiotics and prebiotics

Practice 1: Measure soil moisture level

Practice 2: Assignment on health/education-related issues

## **Unit II: *Planet***

7. Composition of Atmosphere and different layers,
8. Sources of environmental pollution,
9. Global Warming and its impact
10. Marine Ecosystems,
11. Marine flora and fauna
12. Concept of Biosphere,
13. Ecosystem functions,
14. Food chain and food web.

Practice 3: Identify different plants with medicinal values

## **Unit III: *Outcomes***

15. Garden City movement,
16. Urban Green belt,
17. Smart city: Indian case studies.
18. Circular economy
19. Gender equality
20. Current water, energy and Food consumption status;
21. Requirement of responsible consumption;
22. Sustainable Development Goals: An overview

Practice 4: Activity related to any one SDG

## **Unit IV: *Enablers***



23. Conventional energy sources,
24. Renewable Energy sources
25. Green Energy
  
26. E-vehicles in the Indian context
  
27. Economic growth: different indicators
28. Effect of water contaminants on human health
29. Techniques to purify water
30. Rainwater harvesting

Practice 5. Use of solar panels

Practice 6. Activity on water treatment

Books and references

1. B. Barnes and D. Edge (eds.), Science in Context: Readings in the Sociology of Science, The Open University Press, 1983.
2. G. Basalla, The Evolution of Technology, Cambridge University Press, 1988.
3. C.A. Alvares, Homo Faber: Technology and Culture in India, China and the West, 1500 to the Present Day, Allied Publishers, 1979.
4. A.F. Chalmers, What is this Thing called Science?, The Open University Press, 1980.
5. R. MacLeod and D. Kumar (eds.), Technology and the Raj: Western Technology and Technical Transfers to India, Oxford University Press, 1995.
6. I. Hacking, The Social Construction of What?, Harvard University Press, 2001.
7. E.J. Hackett, O. Amsterdamska, M. Lynch and J. Wajcman (eds.), The Handbook of Science and Technology Studies, The MIT Press, 2008.
8. J.R. Kloppenberg Jr., First the Seed: The Political Economy of Plant Biotechnology, 1492-2000, The Macmillan Press, 1988.
9. D. Lyon, Information Society: Issues and Illusions, Polity Press, 1988.
10. D. MacKenzie and J. Wajcman (eds.), The Social Shaping of Technology, The Open University Press, 1999.
11. H. Rose and S. Rose, The Political Economy of Science: Ideology of/in the Natural Sciences, The Macmillan Press Ltd., 1976.
12. W. Bijker, T.P Hughes and T. Pinch (eds.), The Social Construction of Technological Systems: New Directions in the Sociology and History of Technology, The MIT Press, 1989.

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

<b>CO1</b>	-	1	-	-	-	-	-	-	-	1	1	3
<b>CO2</b>	-	1	-	-	-	1	-	-	1	-	-	2
<b>CO3</b>	-	2	-	-	2	1	1	1	-	1	1	2
<b>CO4</b>	-	1	2	-	2	1	1	1	1	1	2	3
<b>CO5</b>	-	-	-	-	2	2	-	1	1	3	2	3

**Paper Name: Media, Communication and Culture**  
**Paper Code: FLA13016**  
**LTP: 2-0-2**

Course Outcomes

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

CO1. Label the Elements, Tools & Methods of media. CO2. Describe the Fundamentals of communication.

CO3. Demonstrate their own analysis on media, communication and society.

CO4. Analyze a multi-cultural society.

CO5. Assess the theories into problem solving.

Catalog Description

What is communication, why do we communicate, how do we communicate, and to what end, are all questions we ask in the study of communication. At its most basic, communication is the exchange of information and meaning. However, to understand communication, we need to understand the place of communication in culture. The media plays a very important role in ensuring that societal norms, ideologies and customs are disseminated. Socialization has been made possible and much simpler because of the media. Through socialization, different societies are able to share languages, traditions, customs, roles and values. This paper aims to define the relationship between these three and create an analytical mind to approach any problem related to society.

## **Unit- 1- Media**

### 1.1 Introduction to Media

*Media- Types of Media, Mass Media- The Fourth Pillar of Democracy, Introduction to Mass Media, New Media and Folk Media, Media Literacy.*

### 1.2 Role of Media in Society

*Normative theories: Social Responsibility and Democratic Participant media theories; Denis' Mc Quail's 4 theories of Communication, Mc Quail's 4 Models of Communication.*

### 1.3 Media and Liberal Arts

### 1.4 Post Globalization and New Media

*Globalization, Foreign Direct Investment (IDP), Information Communication Technology (ICT), New media and Metaverse- Blogging, SEO, Hashtag*

1. To create effective communication in various fields.

## **Unit 2- Communication**

### 2.1 Introduction to Communication

*Definition of Communication, Types of communication, Barriers to communication, 7 Cs of communication, Role of communication in socialization, Difference between Journalism and Mass Communication.*

### 2.2 Soft Skills

### 2.3 Theories and Models of Communication

*Aristotle's Model – Lasswell's Model – Shannon and Weaver Model – Osgood's Model. Advertising- Diversity of Personal Selling – AIDA Theory in Selling; Public Relations: Types of Public by Grunig, defining corporate identity, Integrating corporate identity into communication process.*

### 2.4 Communication and Society

.

Interactive Theory: One-Step Flow – Two-Step Flow (Opinion Leaders) – Multi-Step Flow – Relevance of Communication Theories to Practice – Persuasion – Perception – Diffusion of Innovations – Social Learning – Participatory Communication.

### **Unit 3- Society and Culture**

#### 3.1. Introduction to Culture

*Culture- Ideology, Popular Culture, Mass Culture, Colonialism, Post Colonialism, Marxism, Structuralism, Post Structuralism; Modernism, Post Modernism; Gender, Sexuality, Race- Racism- Representation.*

#### 3.2 Media and Development Communication

*Development Dichotomies – Gap between Developed Societies and Developing Societies – Third World Countries – Growth v/s Development, UN Millennial Development goals and Sustainable Development Goals, Role of Folk Media in Development Communication.*

#### 3.3 Case Studies

#### 3.4 Writing for Media

### **Unit 4- Practical**

#### 4.1 Script Writing

#### 4.2 Anchoring and News Reading

#### 4.3 Photography and Videography

#### 4.4 Documentary Film

### **Reference Books**

1. Baran, S. J., Davis, D. K., & Striby, K. (2012). *Mass communication theory: Foundations, ferment, and future.*
2. Fiske, J. (2010). *Introduction to communication studies.* Routledge.
3. Srinivas R Melkote, H Leslie Steeves (2001) *Communication for Development in the Third World: Theory and Practice for Empowerment Sage publications.*
4. McQuail, D. (2010). *McQuail's mass communication theory.* Sage publications.
5. Storey, J. (2018). *Cultural theory and popular culture: An introduction.* Routledge.
6. গণমাধ্যম এবং সাংবাদিকতা- শাদমম আল আদমন
7. সাংবাদিকতা ও সম্পাদনা- সজীব সরকার

8. গণজ্ঞাপন তথ্য ও প্রথ্যাংগ- ড পায় চত্াপাখা
9. দনউ দমদডাও লাকথলার- লমথ্েদি উরাে

### CO-PO correlation Matrix

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
<b>CO1</b>	1	-	1	-	1	-	2	1	1	1	1	2
<b>CO2</b>	1	-	1	-	1	-	2	1	1	1	1	2
<b>CO3</b>	1	-	2	-	-	1	-	-	1	1	2	3
<b>CO4</b>	1	2	1	-	-	-	1	1	1	1	2	3
<b>CO5</b>	-	1	3	-	1	2	-	1	1	1	2	3

**Paper Name: Basics Of Finance And Accounting**  
**Paper Code: FLA11013**  
**LTP: 3-0-0**

#### **Course Outcome:**

At the end of this course the students will able to:

CO1: Identify various theoretical concepts of Financial Accounting.

CO2: Explain the rules of recording financial transactions.

CO3: Apply the ability to classify transactions

CO4: Analyze final accounts on normal basis

CO5: Assess practical application based on theoretical knowledge

#### **Course Description:**

The course is designed to enhance and upgrade the learners' basic accounting and finance knowledge, skills and aptitude by giving them the key inputs in the concerned areas through interactive lectures, case discussions, role-plays and self-learning exercises..

#### **COURSE CONTENTS:**

**Unit 1: Meaning and Scope of Accounting (Lecture Hours: 7)**

1.1: Meaning and definition of accounting; Objectives of accounting.

1.2: Need and development of business accounting.

1.3: Branches of accounting.

**Unit 2: Basic Concepts and Conventions (Lecture Hours: 8)**

2.1: Entity, Money measurement, Accounting Period, Going concern, Cost, Realization, Accruals, Periodicity, Matching Concept.

2.2: Consistency, Prudence, Conservatism, Money measurement, Materiality and full disclosures, Cost of Goods Sold.

2.3: Debits & Credits; Accounts Receivable & Accounts Payable; Capital; Depreciation; Equity, Expenses.

**Unit 3: Basics of Accounting and Finance (Lecture Hours: 20)**

3.1. Concept of Accounts, Classification of Accounts, Golden Rule

3.2: Process of recording transactions in the books of Accounts

3.3: Journal, Ledger, Trial Balance, Cash Book.

**Unit 4: Basic Accounting for Business (Lecture Hours: 10)**

4.1: Types of Business organization

4.2: Importance of Finance in Business

4.3: Opening a Bank Account; Tracking Income Expenses Assets Liabilities

**Suggested Readings:**

1. Anthony, RN. and Reece. J.S.: Accounting Principles: Richard Irwin Inc.
2. Gupta. R.L.and Radhaswamy. M: Financial Accounting; Sultan Chand and Sons, New Delhi.
3. Monga J.R., Ahuja Girish, and Sehgal Ashok: Financial Accounting; Mayur Paper Back. Nokia.
4. Shukla. M.C., Grewal T.S., and Gupta, S.C.: Advanced Accounts: S. Chand & Co. New Delhi.
5. Compendium of Statement and Standards of Accounting : The Institute of Chartered Accountants of India, New Delhi.

**CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	-	-	-	-	-	1	-	1	-	-	1	2
CO2	-	-	-	-	-	1	-	-	-	1	1	2

<b>CO3</b>	-	-	-	-	-	1	-	-	-	-	2	1
<b>CO4</b>	-	-	-	-	-	-	-	-	-	1	2	1
<b>CO5</b>	-	-	-	-	-	1	-	-	-	1	2	2

**Paper Name: Diversity and Inclusion**  
**Paper Code: FLA11011**  
**LTP: 3-0-0**

**COURSE OUTCOME:**

At the completion of this course the students will able to:

- CO1 Define the ideas of social diversity, marginality and inclusion.
- CO2 Identify social discrimination, globally, based on language, caste, class, race, religion, indigeneity and disability.
- CO3 Demonstrate the relevance of intersectionality, protective discrimination, equity, accessibility and social justice.
- CO4: Apply the Constitutional and legal provisions in the Indian context, protecting rights of the linguistic/religious/economically backward/disabled community

- CO5: Assess the importance of diversity and inclusion in social perspectives.

- **COURSE DESCRIPTION**

The interdisciplinary course Diversity and Inclusion intends to introduce the two pertinent, interconnected concepts. While diversity is about representation or the make-up of an entity, inclusion is about how well the contributions, presence and perspectives of different groups of people are valued and integrated into an environment. In a culturally diverse country and an increasingly polarized world, the significance and relevance of intersectionality, protective discrimination, equity, accessibility and social justice will be elaborated in the course. The course will develop awareness around different kinds of social discrimination/marginalization that exist globally. It will also inform about the various legal and provisions present particularly in the Indian context, protecting the rights of marginalized individuals and communities. Besides building up a discourse through discussing critical readings and arranging invited lectures, the course will strive to create a socio- culturally embedded understanding of the concepts by sharing literary texts, graphic narratives, fiction/non-fiction films as well as performances.

### **COURSE CONTENT (Total Lecture Hours: 45/Per Week Lecture Hours: 3)**

#### Unit 1: Introduction to the Concepts (Lecture Hours: 18)

1.1 Diversity, Marginality and Inclusion.

1.2 Intersectionality.

1.3 Discrimination/Protective Discrimination.

1.4 Equity.

1.5 Social Justice

1.6 Accessibility



Unit 2: Communal Discriminations (Lecture Hours: 12)

2.1 Race.

2.2 Caste/Untouchability.

2.3 Religion (Education).

2.4 Language.

Unit 3: The Subalterns (Lecture Hours: 6)

3.1 Marxist idea of Class.

3.2 Economic Approach or Communist Legal Theory

Unit 4

4.1 Gender and Sexuality.

4.2 Physical and Psycho-social Disability.

4.3 Indigeneity (Education).

- *Orality and Language*. Eds. G.N. Devy and Geoffrey V. Davis. Routledge. Taylor and Francis Group. London and New York, 2021 (Introduction)
- *Language and Culture on the Margins: Global/Local Interactions*. Edited by Sjaak Kroon and Jos Swanenberg. Routledge. 2018 (Introduction)
- Tiwari, Badri Narayan. *The Making of the Dalit Public in North India: Uttar Pradesh, 1950–Present*. Oxford University Press. 2011. (Excerpts).
- *Sensitisation Module For The Judiciary On Lgbtiqa+ Communit*. e–Committee, Supreme Court of India November 2022 (selections).
- “Tribes as Indigenous People of India”. Author(s): Virginius Xaxa Source: Economic and Political Weekly, Dec. 18–24, 1999, Vol. 34, No. 51 (Dec. 18–24, 1999), pp. 3589–3595
- Caste and Race: Discrimination Based on Descent. EPW Engage, 20 August 2021. <https://www.epw.in/engage/article/caste-and-race-discrimination-based-descent>
- The Annihilation of Caste by B.R.Ambedkar. Introduction by Arundhati Ghosh. Navayana Edition.
- Excerpts from J.K. Das, *Human Rights Law and Practice* (PHI Learning Private Limited, Delhi, 2022).
- Excerpts from *Rethinking Disability in India*. Anita Ghai. Routledge. 2015
- Marx's Theory of Social Class and Class Structure. <https://uregina.ca/~gingrich/s28f99.htm>
- Center for Intersectional Justice. <https://www.intersectionaljustice.org/what-is-intersectionality>

### MOVIE & PERFORMANCES SCREENING (Selected from the List)

- Jai Bhim Comrade by Anand Patwardhan
- Chipko Movement by Sundarlal Bahuguna from the Prasar Bharati Archives
- Beyond The Blues by Debaleena Majumdar
- Aakrosh by Shyam Benegal
- Shahid by Hansal Mehta
- Court by Chaitanya Tamhane
- Milk by Gus Van Sant
- Rainbow Jelly by Soukrya Ghoshal

## READINGS

- Draupadi by Heisnam Kanhailal

## LITERARY TEXTS/GRAPHIC NARRATIVES (Selected from the List)

- Draupadi by Mahashweta Devi
- Selections from "Monologues: lesbian Narratives of Bangladesh and West Bengal "  
Edited by Minakashi Sanyal Malobika and Sumita Beethi
- Selections from Bhimayana by Subhash Vyam and S. Anand
- Selections from Fun Home by Alison Bechdel
- The Morality play of the Blind and the Cripple by Dario Fo.

### **CO-PO correlation Matrix**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>	3	1	3	-	1	3	3	2	-	3	1	3
<b>CO2</b>	3	1	1	-	3	3	3	1	-	3	1	2
<b>CO3</b>	3	3	3	-	2	2	3	1	1	1	2	3
<b>CO4</b>	3	3	3	2	2	2	3	1	1	1	2	3
<b>CO5</b>	3	3	3	-	2	2	3	1	1	1	2	3

**Paper Name: Human Rights and Legal Awareness**  
**Paper Code: FLA11012**  
**LTP: 2-1-0**

On completion of this course, the students will be able to--

CO1. Identify the nature and concept of Human Rights.

CO2. Explain the rights and duties of an Indian citizen.

CO3. Demonstrate the concepts of International human rights.

CO4. Analyze key skills in the application of human rights to their research.

CO5: Assess the practical practice of the bookish theories.

**Catalogue description:** The course aims to provide a basic introduction to international human rights, their conceptual and historical foundations, as well as the main international legal instruments and institutions aimed at protecting and promoting human rights worldwide. The course will offer a variety of disciplinary perspectives on the subject of human rights from the perspective of international laws. Throughout the course, concrete case studies will be used to illustrate the range of human rights problems as well as the solutions accordingly. The combination of theoretical approaches, legal analysis and an investigation into specific historical events and concrete case studies will enable students to acquire key skills in the application of human rights to their research.

### **Course Content**

Unit I:

Theoretical Foundations of Human Rights Law

a. Definition of Human Rights

b. Development of International Human Rights Law

c. Development of Human Rights Law in India

Unit II:

Human Rights and Indian Constitution

Course Outcomes

Kharak Singh Vs State of Uttar Pradesh 1963 AIR 1295

Sunil Batra Vs Delhi Administration [576 H-577 A] 10.

Pramanada Katara Vs Union of India 1989 AIR 2039

Enforcement of Human Rights in India

a. Rights under Indian Constitution

i) Right to Equality and Non-Discrimination

ii) Right to Life

iii) Right to Die

iv) Right to Privacy

v) Right to freedom of speech and expression

Unit III:

Human Rights and Protection of Environment:

- a. Protection of environment and human rights;
- b. Human Rights and Sustainable Development-
- c. Precautionary Principle,
- d. Polluter Pays Principle

Unit IV:

Human Rights Law and Protection of Vulnerable communities:

- a) Protection of women under International Human Rights Law and Constitution of India;
- b) Protection of children under International Human Rights Law and Indian Constitution;
- c) Protection of persons with disabilities under International Human Rights law and Indian constitution.

AK Gopalan Vs State of Madras AIR 1950 SC 27

Maneka Gandhi Vs Union of India AIR 1978 SC 597

Vineet Narain Vs Union of India 1 SCC 226

Shayara Bano Vs Union of India AIR 2017 SC 4609

Indian Young Lawyer's Association Vs State of Kerala (2019) SCC 1

Joseph Shine Vs. Union of India AIR 2018 SC 4898

C

Case laws

References:

Kashyap, Lina D., “The Persons with Disabilities Bill, 1994,” 56, Indian Journal of Social Work (1995), pp. 257-258.

Kashyap, Subhas C. (Ed.), The Framing of India’s Constitution: A Study (Universal Publishing Co., Delhi, 2004)

Kayess, R. and French, P., “Out of Darkness into Light? Introducing the Convention on the Rights of Persons with Disabilities,” 8 (1), Human Rights Law Review (2008), pp.1-34.

Kelly, Joan B., “The Determination of Child Custody,” 4 (1), The Future of Children (1994), pp. 121-142.

Kane, Pandurang Vaman, History of Dharmasastra, (Bhandarkar Oriental Research Institute, 1962).

Jain, M.P., Indian Constitutional Law (Wadhawa and Company, Nagpur, 2007).  
Jain, S.N., Child and the Law (N.M. Tripathi, Bombay, 1979).

Jain, Saurabh, “Effectiveness of the Indian Disability Law to Enforce Human Rights of Persons with Disabilities,” 91, All Indian Reporter (Journal, 2004), pp. 118-127.

hameli Singh Vs State of Uttar Pradesh AIR 1996 SC 1051

Vishakha Vs State of Rajasthan AIR 1997 SC 3011

**CO-PO correlation Matrix**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
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<b>CO1</b>	-	-	1	1	1	3	3	2	-	3	1	3
<b>CO2</b>	-	-	-	1	-	3	3	1	-	3	1	2
<b>CO3</b>	-	-	1	1	-	2	3	1	1	1	-	3
<b>333C O4</b>	-	-	1	1	1	2	3	1	1	1	1	3
<b>CO5</b>	-	-	1	1	2	2	3	1	1	1	2	3



**Subject Name: Language French**  
**Subject Code: FLA11009**  
**LTP: 2-0-0**

**Semester: 2**

**Course Outcomes:**

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

- **CO1: Define** the elementary level of French grammar.
- **CO2: Explain** the communication skill in French and give their introduction to others.
- **CO3 -Illustrate** the basic knowledge of French culture and civilization.
- **CO4: Analyze** the importance of French as a language and Literature.
- **CO5: Evaluate** the mechanism of knowledge derived from the language.

**Course description:**

The course provides an understanding of one of an important international language. This course provides a peek into the culture, Language speaking world. Students will develop a skill and ability to communicate in real life situations by acquiring reading , \writing , listening and speaking skills.

**Course content:**

**Unit :1**

- a) L'arbre généalogique, Ma vie quotidienne
- b) La salle de classe
- c) A la maison

**Unit :2**

- a) Les adjectifs, Le futur proche, Le passé récent
- b) Les adjectifs possessifs, Les verbes pronominaux
- c) Verbe en « RE », Faire, Prendre, Mettre, Lire, Venir, Voir, Boire, Savoir, Connaître, écrire

### **Unit :3**

- a) La civilisation française : Le marché de France.
- b) Les fêtes, Les sports, Les journaux
- c) Les chaînes télévisées

### **Unit :4**

- a) La traduction
- b) La compréhension écrite
- c) La rédaction

### **Suggested Readings :**

- 2. Édito 1, Marion Alcaraz, Céline Braud, Aurélien Calvez
- 3. Apprenons le français 1, 2 – Mahitha Ranjit & Monica Singh
- 4. A Propos- 1, Christine Andant, Catherine Metton, Annabelle Nachon, Fabienne Nogue
- 5. Modern French Course , Dondo Mathurin, Mathurin Marius Dondo
- 6. Le Nouveau Sans Frontières- 1, Philippe Dominique, Jacky Girardet
- 7. Encore Tricolore (Volume 1) Sylvia Honnor, Heather Mascie-Taylor

### **CO-PO correlation Matrix**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	-	3	-	1	-	3	1	2	-	2	3
CO2	2	1	1	-	3	-	1	1	-	2	1	3
CO3	3	3	3	-	2	2	3	1	1	2	2	3

<b>CO4</b>	3	1	1	-	2	3	-	1	1	1	2	3
<b>CO5</b>	3	2	1	-	2	2	3	1	1	1	2	3

## Semester 3

SOC110042	<b>INTRODUCTION TO SOCIOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>CONTACT HOUR--60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course Objectives:

- 1.To acquaint the students with subject matter, nature and scope of Sociology and differentiate common sense knowledge from sociological knowledge
- 2.To understand the distinctiveness of sociological approaches among the other social sciences
- 3.To help students develop proficiency with sociological concepts, scientific vocabulary, terms and perspectives for understanding the social events
- 4.To apply sociological perspectives and sociological imagination to understand social issues and ensure effective social engineering

### Course Outcomes

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

- CO1. **Identify** the Foundations, Tools & Methods of studying sociology
- CO2. **Analyze** the relation between Sociology and other social sciences
- CO3. **Illustrate** the ideas about various sociological concepts and scientific vocabularies
- CO4. **Construct** sociological imagination for understanding social issues and events

**Catalog Description:** The course will highlight on the introductory part of sociology. This paper will acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It will deal with nature, history of sociology and also make students understand about sociological imagination and sociological perspective which gives them better understanding of society and why sociology is different from other subjects. The students will earn various basic concepts of sociology- society, institutions, community etc. long with major component of sociology i.e culture, values, beliefs etc. So, overall, the essence of sociology will introduce to the students in this paper.

## **Course Content:**

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### **Unit-1**

#### **The Nature of sociology**

The meaning of sociology —scope, subject matter; Sociology as Science-Science, Scientific Methods and critiques; Sociological Imagination; Sociology and common sense

### **Unit-2**

#### **The Relationship of Sociology with Other Social Sciences**

Sociology and other social sciences —Sociology and History, Sociology and Political science, Sociology and Anthropology, Sociology and Psychology. Sociology and Economics and Sociology and Philosophy.

### **Unit-3**

#### **Basic Concepts**

Society, community, institution, association, group, social structure, status and role  
Institutions- Family, Marriage and kinship

### **Unit-4**

#### **Culture and Society**

Culture- personality and society; Assimilation; Diffusion; Accommodation; Acculturation

#### **Reading Lists:**

1. Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories.Oxford University press
2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
3. [Giddens](#),A., 1993.Essentials of Sociology, Uk: Polity Press
4. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
- 5.Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
- 6.Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
- 7.Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

8.Rawat, H.K., 2015, Sociology: Basic Concepts, Rawat Publications

9. Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	<b>Identify</b> the Foundations, Tools & Methods of studying sociology	<b>PO1, PO9, PO11, PO12</b>
<b>CO2</b>	<b>Analyse</b> the relation between Sociology and other social sciences	<b>PO1,PO4, PO6</b>
<b>CO3</b>	<b>Illustrate</b> ideas about various sociological concepts and scientific vocabularies	<b>PO1, PO6, PO9, PO10,PO12</b>
<b>CO4</b>	<b>Construct</b> sociological perspectives and sociological imagination for analyzing social events	<b>PO1, PO2, PO6, PO9, PO11, PO12</b>

		<b>Sociological Understanding</b>	<b>Problem Analysis</b>	<b>Construction of social problems - solving Strategies</b>	<b>Research for social issues</b>	<b>Usage of modern mechanisms</b>	<b>Creation of socially responsible possibilities for human being</b>	<b>Ecological and Sustainable Development</b>	<b>Ethics and Values in education</b>	<b>Individual, group and societal dynamics</b>	<b>Communication and social relationships</b>	<b>Professional Skills Development</b>	<b>Life-long Learning</b>
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO1 0	P O1 1	P O 12
SOC1104 2	INTRODUCTION TO SOCIOLOGY  -----	3	2	2	2	-	2	-	2	3	2	2	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC11043	SOCIOLOGY OF INDIA	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the history of ideas related to the analysis of Indian society				
Co-requisites	--				

### Course Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.
4. To Understand how Indology and its processes interacts with, and can maintain, social inequalities and power structures in society.

### Course Outcomes

On completion of this course, the students will be able to--

CO1. **Determine** that students have understood the formation of the discipline in India and the challenges that it has faced.

CO2. **Identify** that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.

CO3. **Construct** sociological understanding of Indian society.

CO4. **Illustrate** the students to the variety of ideas and debates about India

**Catalog Description:** This course ensure that students have understood the formation of the discipline in India and the challenges that it has faced. It also ensures that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. To improve sociological understanding of Indian society. To compare and contrast theories and thoughts of western and eastern origin and apply in research. It also helps to understand all new changes implemented in society and its consequences.



## **Course Content:**

### **Unit- I**

#### **Origin and Development of Sociology in India**

Sociology and Social Anthropology in India; Schools in Indian Sociology

### **Unit-II**

#### **An Object of Knowledge**

The Colonial Discourse; The Nationalist Discourse; The Subaltern Critique

### **Unit-III**

#### **Aspects of Indian society**

Tribe: Profile and Location; Village: Structure and Change; Agrarian classes: Malik, kisan, Mazdoor, Self-sufficient Villages; Kinship: Principle and Pattern; Religion and Society; Caste: Forms and Functions

### **Unit IV**

#### **Aspects of Politics and Society in Contemporary India**

Secularism; Communalism ; Fundamentalism; Nationalism

## **Reading Lists:**

- 1.Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171
2. Kaviraj, S., 2010, The Imaginary Institution of India, Ranikhet: Permanent Black, Pp.85-126
3. Guha, R., 1982, Subaltern Studies, Volume I. Delhi: Oxford University Press, Pp.1-8
4. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books, Pp.265-272
5. Mencher, J., 1991, The Caste System Upside Down“, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp.93-109
6. Agrarian Classes (Week 7) 2.2.1. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press, Pp. 271 - 275

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Determine</b> that students have understood the formation of the discipline in India and the challenges that it has faced.	PO1, PO6, PO11, PO12
CO2	<b>Identify</b> that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India	PO1, PO3, PO6, PO11
CO3	<b>Construct</b> sociological understanding of Indian society.	PO1, PO6, PO9, PO10, PO12
CO4	<b>Illustrate</b> the students to the variety of ideas and debates about India	PO2, PO3, PO9, PO11

		Sociological Understanding	Problem analysis	Conceptualization	Research methodology	Use of modern communication	Creation of social norms	Ecological and Sustainable development	Ethics and Values in society	Individual, group and social relations	Communication and social relationships	Professional Skills Development	Life-long Learning
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				ng St ra te gi es	ue s		an be in g	m en t					
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO1 0	P O1 1	P O 12
SOC11043	Sociology of India	3	2	2	1	-	2	3	1	2	1	1	3

<b>SOC11044</b>	<b>SOCIOLOGY OF GENDER</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### **Course objectives:**

The general aim of this course is to contextualize, historicize, and approach through a complex and multi-layered lens gender norms, relations and practices. At the end of the term, students should be able to: -

1. Demonstrate how gender relations, norms and practices are thought, built and shaped through social, political, economic realities and their imbricate dynamics.
2. Understand essential conceptual ideas and theories related to gender, feminisms and sexualities. -be equipped with a sociological lens that can be used to broaden an understanding of the world from everyday interactions to transnational realities.
3. Be able to identify and explain several main theoretical perspectives about gender, feminisms and sexualities and their interactions with concepts of race, class, ethnicity, religion etc.

### **Course Outcomes**

On completion of this course, the students will be able to--

CO1. Determine the important concepts of gender inequality and gender sensitization.

CO2. Distinguish between binary and non-binary categories of gender.

CO3. Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.

CO4. Identify the reasons behind social construction of gender and sexuality.

CO5. Illustrate the importance of third gender and queer theory.

**Course Description:** This course introduces a sociological perspective on the topic of gender and explores critically theories of gender and feminisms. It will look at how gender norms, roles, relations and practices are shaped through social structures, institutions and power relations and further analyze the imbrications of gender and sexualities with race, class, religion, ethnicity etc. We will also explore critically feminist theories as well as core feminist concepts such as patriarchy, sexism and intersectionality. The course encourages students to investigate central themes in sociology such as violence, family, education, health, work, state, nation, religion etc. in relation to theories of gender, feminisms, and sexualities.

**Course Content:**

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**UNIT 1:**

**Introducing gender:**

What is Sex? What is Gender? What is Sociology of Gender? Different forms of sexual orientation.

**UNIT 2:**

**Doing Gender:**

Social construction of gender, Meaning, nature and spheres of patriarchy, Patriarchy in Indian context.

**UNIT 3:**

**Masculinities and Femininities:**

Meaning and types of masculinity and femininity; New form of masculinity and femininity.

**UNIT 4:**

**Feminism:**

Meaning, different strands of feminism, eco-feminism, new form of feminism.

**Reading Lists:**

Bilge, Sirma and Collins, Patricia Hill. 2016. Intersectionality. Wiley Publications

Disch, Estelle. 2009. Reconstructing Gender: A Multicultural Anthology. McGraw-Hill

- Holmes, Mary. 2007. *What is Gender? Sociological Approaches*. Sage Publications. –
- hooks, bell. 2000. *Feminism is for everybody: passionate politics*. South End Press. –
- Kimmel, Michael, Kaler, Amy and Aronson, Amy (eds). 2015. *The Gendered Society Reader*. Oxford University Press. –
- Linda, Lindsay L. 2005. *Gender roles: a sociological perspective*. Pearson Education. –
- Lorde, Audre. 1984. *Sister Outsider. Essays and Speeches*. Ten Speed Press. –
- Moraga, Cherríe & Anzaldúa, Gloria (eds). (1981) 2002. *This Bridge Called my Back. Writings by Radical Women of Color*. (Persephone Press) Third Women Press.
- West, Candace and Zimmerman, Don H. *Doing Gender*. Chapter 5. *The Gendered Society Reader*
- Messner, Michael. *Boyhood, Organized Sports, and the Construction of Masculinities*. *Reconstructing Gender: A Multicultural Anthology*.
- Bordo, Susan. *The Body and the Reproduction of Femininity*. Chapter 13. *The Gendered Society Reader*.
- Collins, Patricia Hill. 2009. *Bloodmothers, other mothers, and women-centred networks*. *Reconstructing Gender: A Multicultural Anthology*. Pp. 318-324. –
- Coltrane, Scott. 2015. *Household Labour and the Routine Production of Gender*. Chapter 23. *The Gendered Society Reader*.
- Walby, Sylvia. 1990. *Theorizing Patriarchy*, Basil Blackwell, 1990: “Introduction” pp. 1-24

### **Text Books**

1. Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)
2. Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” *Signs* 12(2):276-292.
3. Sherry Ortner. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, culture and society*. Stanford: Stanford University Press (pp. 67- 87).
4. S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26)

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Determine the important concepts of gender inequality and gender sensitization.	<b>PO1, PO9, PO11, PO12</b>
<b>CO2</b>	Distinguish between binary and non-binary categories of gender.	<b>PO1, PO4, PO6</b>
<b>CO3</b>	Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.	<b>PO1, PO6, PO9, PO10, PO12</b>
<b>CO4</b>	Identify the reasons behind social construction of gender and sexuality.	<b>PO1, PO2, PO6, PO9, PO11, PO12</b>
<b>CO5</b>	Illustrate the importance of third gender and queer theory.	<b>PO1, PO2, PO6, PO9, PO11, PO12</b>

		<b>Sociological Understanding</b>	<b>Problem Analysis</b>	<b>Construction of social problems - solving Strategies</b>	<b>Research for social issues</b>	<b>Usage of modern communication for social issues</b>	<b>Creation of socially responsible and humane being</b>	<b>Ecological and Sustainable Development</b>	<b>Ethics and Values in education</b>	<b>Individual, group and societal values</b>	<b>Communication and social relationships</b>	<b>Professional Skills Development</b>	<b>Life-long Learning</b>
Course Code	Course Title	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO1 0	P O1 1	P O 12
SOC11044	SOCIOLOGY OF GENDER	3	2	2	1	-	2	3	1	3	1	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



## SEM IV

SOC11046	SOCIOLOGICAL THINKERS	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

### Course Objectives:

1. To understand what accounts for the emergence of the academic discipline of sociology.
2. To understand how the major classical theorists developed the academic discipline of sociology.
3. To understand distinctiveness of sociological approaches among the other social sciences.
4. To apply classical theories to contemporary social phenomenon
5. To analyze and to apply sociological perspectives and sociological imagination to understand social issues reformulate the theories for research work.

### Course Outcomes

CO1. Identify the philosophical, economic and political developments that lead to the development of classic social theory.

CO2. Determine an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.

CO3. Illustrate sociological theory to contemporary issues.

CO4. Identify sociological perspectives for analysing social events.

Catalog Description: This course introduces the students with the critical understanding about the concept of what accounts for the emergence of the academic discipline of sociology. It helps to understand how the major classical theorists developed the academic discipline of sociology. It also helps to apply classical theories to contemporary social phenomenon. Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory. Secondly, students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis. Lastly, students will be able to apply sociological theory to contemporary issues.

### **Unit I: Emergence of Sociology**

Emergence of sociology: political, economic and social and intellectual factors; Beginnings of sociology: Comte , Spencer

### **Unit II: Durkheim**

Division of Labour ; Suicide; Social fact

### **Unit III: Karl Marx**

Dialectical/Historical Materialism; Class and class conflict ; Theory of Surplus Value

### **Unit IV: Max Weber and Vilfredo Pareto**

Weber-The Protestant Ethic and the Spirit of Capitalism , Social Action and Ideal Types

Pareto- logical and non-logical action, Circulation of Elites

### **Reading Lists:**

1. Abraham, F. & Morgan, J. F., (1994), Sociological Thought
2. Coser, Lewis, (1979), Masters of Sociological Thought, Harcourt Brace, New York.
3. Durkheim, E, (1958), The Rules of Sociological Method, New York: The Free Press.
4. Durkheim, E., ((1964), The Division of Labour in Society, New York: The Free Press.
5. Durkheim, E., (1966), Suicide, The Free Press
6. Fletcher, R., (1994), The Making of Sociology. Vols. 1 & 2, Rawat Publications, Jaipur.
7. Aron, Raymond: Main Currents in Sociological Thought, Vol. I and II,Penguin, Chapters on Marx, Durkheim and Weber. 1965 – 1967.
8. Bendix, Rinehard – Max Weber, An Intellectual Portrait (For Weber) Double Day. 1960.
9. Coser, L. A.: Masters of Sociological Thought, New York : Harcourt Brace, pp.43-87, 129-174, 217-260. 1977

10. Nisbet – The Sociological Tradition. Heinemann Educational Books Ltd., London. 1966.
11. Zeitlin Irvin – Ideology and the Development Sociological Theory. Prentice Hall. 1981.
12. Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book. 1997.
13. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications, Whole Book. 1995.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

Components	Mid Term Attendance	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards	PO1, PO9, PO11, PO12
CO2	Construct an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism	PO1, PO4, PO6
CO3	Apply sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	Recognize sociological perspectives for analysing social events	PO1, PO2, PO6, PO9, PO11, PO12

Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11046	SOCIOLOGICAL THINKERS	3	2	2	1	-	2	3	1	2	1	1	3
		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable Development	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning

<b>SOC11047</b>	<b>INDIAN SOCIOLOGICAL THOUGHT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

Course Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyse the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.
4. Understand how Indology and its processes interacts with, and can maintain, social inequalities and power structures in society.

**Course Outcomes:**

On completion of this course, the students will be able to—

CO1. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.

CO2. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.

CO3. To improve sociological understanding of Indian society.

CO4. To compare and contrast theories and thoughts of western and eastern origin and apply in research.

CO5. It helps to understand all new changes implemented in society and its consequences.

**Course Description:** This course ensure that students have understood the formation of the discipline in India andthe challenges that it has faced. It also ensures that students have conceptual clarity and can articulate the main debates andarguments with regard to sociology in India. To improve sociological understanding of Indian society.To compare and contrast theories and thoughts of western and eastern origin and apply in research. It also helps to understand all new changes implemented in society and its consequences.

## **Course Content:**

### Unit- I

Development of Sociology in India—an overview. Schools in Sociology in India

### Unit-II

Issues and challenges in Sociology in India Sociology in era of globalization

### Unit-III

Contribution of Benoy Kumar Sarkar: Positivism; Personality; Progress; Interpretation of Indian tradition. (b) Contribution of G.S.Ghurye : Approach to Sociology; Caste and Tribe; Dynamics of culture and society. M.N.Srinivas: Sankritization, Secularization, and Dominant Caste; Yogendra Singh: Modernization of Indian Tradition.

### Unit-IV

Contribution of D.P. Mukerji: Personality; Methodology; Interpretation of tradition and social change in India; Middle class in India. (b) Contribution of N.K. Bose: Approach to the study of society; Structure of Hindu society; Concept of tribal absorption; Study on Calcutta.

## **Reading Lists:**

1. D.N.Dhanagare, Themes and Perspectives in Indian Sociology, Rawat Publications, 1999.
3. Gail Omvedt, Dalits and Democratic Revolution, Sage, New Delhi, 1994.
4. M.N.Srinivas, Collected Essays, OUP, New Delhi, 2002.
5. Satish Deshpande, Contemporary India: Sociological Perspectives, Penguin Books: New Delhi, 2003.
6. Veena Das, The Oxford Companion to Sociology and Social Anthropology, Vol. I and II, OUP, New Delhi, 2003.
7. Oommen T. K. Mukherji Partha, (ed), Indian Sociology: Reflections and Introspections Sangam Books, 1986.
8. Vanaik, Achin. Communalism Contested — Religion, Modernity and Secularization; Vistaar Publications, Delhi, 1997.
9. Patel, Sujata. Doing Sociology in India: Genealogies, Locations and Practices, Oxford University Press: New Delhi, 2011.
10. Kapadia, K.M. Marriage and family in India Oxford University Press: India, 1966.
11. Uberoi, Patricia, Family, Kinship and Marriage in India. Oxford University Press: India, 1994

## **Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

### **Examination Scheme:**

<b>Components</b>	<b>Internal Assessment</b>	<b>Mid Term</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>40</b>

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.	<b>PO1, PO2, PO3, PO4, PO11, PO12</b>
<b>CO2</b>	To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India	<b>PO1, PO2, PO4, PO8, PO10, PO11, PO12</b>
<b>CO3</b>	To improve sociological understanding of Indian society.	<b>PO2, PO3, PO4, PO5, PO10, PO11, PO12</b>
<b>CO4</b>	To compare and contrast theories and thoughts of western and eastern origin and apply in research	<b>PO1, PO2, PO3, PO4, PO5, PO8, PO10, PO11, PO12</b>
<b>CO5</b>	It helps to understand all new changes implemented in society and its consequences	<b>PO1, PO2, PO3, PO4, PO5, PO8, PO10, PO11, PO12</b>

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
SOC11047	INDIAN SOCIOLOGICAL THOUGHT	2	3	3	3	3	3	1	3	3	2	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC11048	SOCIOLOGY OF SOCIAL STRATIFICATION	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

### Course Objective:

1. To introduce students to Sociological Study of Social Inequalities
2. To introduce students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other
3. To provide understanding of concept and forms of social mobility
4. To introduce students the opportunity to examine the world through a sociological lens of social inclusion and exclusion
5. To offer understanding of contemporary Debates in stratification such as sexuality and disability

### Course Outcome:

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

CO1: **Determine** the intersection of various categories in society

CO2: **Construct** the relevance of theories and apply theories and methods of social stratification

CO3: **Identify** social mobility in terms of stratification

CO4: **Illustrate** knowledge about social exclusion and inclusion strategies

CO5: **Develop** the sociological knowledge and skills that will enable students to think critically and imaginatively about society and social issues

**Catalog Description:** The course will introduce the concept of social stratification and its theoretical foundations. It aims to acquaint the learners with the key issues with regard to social stratification across societies. The course is weaved upon the central axes of the phenomena of stratification in the society like class, gender, race, tribe, caste, ethnicity, etc. While examining the intersection of these categories in the making of stratification in society, the relevance of applying theory and methods for studying social stratification in contemporary India will be covered. The course will also cover social mobility, social exclusion, inclusion and various program and policies. This paper will also highlight various contemporary debates including disability and sexuality.



## Course Content:

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### Unit-I

#### Introducing Stratification

The concept of stratification; Forms of Social Stratification,

### Unit-II

#### Types of Stratification

Caste Stratification; Class Stratification; Gender Stratification; Racial Stratification; Ethnic Stratification; Religious Stratification; Stratification based on Language

### Unit-III

#### Theories of Stratification

Karl Marx; Weber and Class, Status and Power  
Functionalism (Davis and Moore)

### Unit-IV

#### Mobility and Exclusion

Concept and forms of social mobility; Sanskritization and Westernization  
Concept of social exclusion; Forms of social exclusion

## Reading Lists:

1. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, 1973. Pp. 936-944
2. Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258
3. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249
4. Ghurye, G.S. 1990. *Caste and Race in India*. Bombay: Popular Prakashan Press.
5. Madan T.N. (Ed.). 1992. *Religion in India*. Delhi: Oxford University Press.
6. McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
7. Gupta Dipankar (Ed.) – *Social Stratification*, OUP
8. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
9. Sharma. K. L. 1997, *Social Stratification in India*, Sage.
10. Singh. Y. 1980. *Social Stratification and Change*, Manohar
11. Tumin, M.M. 2003. *Social Stratification: The Forms and Functions of Inequality*. New Delhi: Prentice Hall of India
12. Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
13. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
14. Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books,

1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408  
 15. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber.  
 New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal Assessment	Mid Term	End Term
Weightage (%)	30	20	50

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Determine</b> the intersection of various categories in society	PO1, PO6, PO11, PO12
CO2	<b>Construct</b> the relevance of theories and apply theories and methods of social stratification	PO1, PO3, PO6, PO11
CO3	<b>Identify</b> social mobility in terms of stratification	PO1, PO6, PO9, PO10, PO12
CO4	<b>Illustrate</b> knowledge about social exclusion and inclusion strategies	PO2, PO3, PO9, PO11

Course Code	Course Title	Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11048	Sociology of Social stratification	3	2	2	1	-	2	3	1	2	1	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>SOC11050</b>	<b>ETHNOGRAPHIC FILMMAKING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

**Course Objectives:**

1. To enable students to focus on doing sociology and social anthropology through forms other than the written, in particular, the oral, aural, and the visual.
2. To introduces students to film techniques as a form and method of description and argument
3. To enable an understanding of the relationship between film and text as distinct ethnographic practices

**Course Outcomes**

On completion of this course, the students will be able to--

CO1: prepare the students for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking

CO2: introduce students to the skills and sensitivity needed to engage with the social world

CO3: Students will know the film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography

**Course Description:**

This ethnographic methodology course considers filmmaking/videography as a tool in conducting ethnographic research as well as a medium for presenting academic research to scholarly and non-scholarly audiences. The course engages the methodological and theoretical implications of capturing data and crafting social scientific accounts/narratives in images and sounds. Students are required to put theory into practice by conducting ethnographic research and producing an ethnographic film as their final project. In service to that goal, students will read about ethnography (as a social scientific method and representational genre), learn and utilize ethnographic methods in fieldwork, watch non-fiction films (to be analyzed for formal properties and implicit assumptions about culture/sociality), and acquire rigorous training in the skills and craft of digital video production.

**Course Content:**

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**Unit 1:** Introduction to Ethnographic Filmmaking

History of Ethnographic Filmmaking; Ethnography and Filmmaking: The Text and the Image  
Different Modes of Filmmaking

**Unit2:** Understanding the use of Camera in Ethnography

The Filmmaker and the Filmed: Relationship and understanding ethics

**Unit 3:** Editing and Construction of Meaning

Understanding multiple shots and camera movement;Tools for Film Editing

**Unit 4:** Film Projects

Oral testimonies, Interviews and Interactions ;Final Film Projects

### **Reading Lists:**

Heider, Karl G. 'A History of Ethnographic Film.' In Ethnographic Film, Austin: University of Texas Press, 2006. Pp. 15-49.

Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In Film as Ethnography. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

Heider, Karl G. 'The Attributes of Ethnographic Film'. In Ethnographic Film, Austin: University of Texas Press, 2006. Pp. 50-109.

Nichols, Bill. 'What types of Documentary are there?' In Introduction to Documentary. Bloomington: Indiana University Press, 2001. Pp. 99-137.

El Guindi, Fadwa. 'For God's Sake Margaret' In Visual Anthropology: Essential Method and Theory, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in The Independent Film and Video Monthly, April 1984. Pp. 15-17

MacDougall, 'Whose Story is it?' In Visual Anthropology Review, Volume 7, Issue 2, Pp. 2–10, September 1991

Barbash, Ilisa, et al. 'Reframing Ethnographic Film: A 'Conversation' with David MacDougall and Judith MacDougall.'" American Anthropologist, vol. 98, no. 2, 1996, pp. 371–387.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
<b>CO1</b>	Prepare the students for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking	<b>PO2, PO5, PO6, PO11, PO12</b>
<b>CO2</b>	Introduce students to the skills and sensitivity needed to engage with the social world	<b>PO2, PO5, PO6, PO7, PO8, PO9, PO10</b>
<b>CO3</b>	Students will know the film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography	<b>PO2, PO6, PO7, PO8, PO9, PO10, PO11, PO12</b>

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11050	<b>ETHNOGRAPHIC FILMMAKING</b>	3	2	2	1	-	2	3	1	3	1	1	3

SOC11051	SOCIOLOGICAL THEORIES	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

#### Course Objectives:

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
2. To understand the structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and Neo-marxism.
3. To understand interactionist perspective of sociological theories and the contribution by interactionist thinkers.
4. To apply modern theories to contemporary social phenomenon
5. To analyze the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

#### Course Outcomes

- CO1. **Identify** the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards.
- CO2. **Construct** an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism
- CO3. **Apply** sociological theory to contemporary issues.
- CO4. **Recognize** sociological perspectives for analysing social events.

**Catalog Description:** This course introduces the students with the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards. It also helps to apply the theories to contemporary social phenomenon. Secondly, students will demonstrate an understanding of the major concepts of structural functionalism, interactionism, conflict theories followed by structuralism and post-structuralism for their sociological analysis. Lastly, students will be able to apply sociological theory to contemporary issues.

#### Course Content:

##### Unit 1. Structural-functionalism

Talcott Parsons: AGIL, Pattern Variables ;Merton- Manifest and Latent function

## Unit 2. Interactionist Perspective

G. H. Mead and Erving Goffman: Interactional Self Unit

## Unit 3: Conflict Theory

R.Dahrendorf; L.Coser

## Unit 4: Critical Theory

Max Horkheimer, T.W. Adorno and Herbert Marcuse

### Reading Lists:

1.Craib, Ian. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press. 1992.

2.Giddens, Anthony. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan. 1983.

3.Kuper, Adam and Jessica Kuper (eds.). (2nd edition). The social science encyclopaedia. London and New York: Routledge. 1996.

4. Ritzer, George. (3rd edition). Sociological theory. New York: McGraw-Hill. 1992

5. Turner, Jonathan H. (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat. 1995

6. Zeitlin, Irving M. (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat. 1998.

### Suggested Readings :

1.Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war II. New York: Columbia University Press. 1987.

2.Bottomore, Tom. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications. 1984.

3. Collins, Randall. (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat. 1997.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam**

### Examination Scheme:

Components	Mid Term Attendance	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Identify</b> the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards	PO1, PO9, PO11, PO12
CO2	<b>Construct</b> an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism	PO1, PO4, PO6
CO3	<b>Apply</b> sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	<b>Recognize</b> sociological perspectives for analysing social events	PO1, PO2, PO6, PO9, PO11, PO12

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
SOC11051	<b>SOCIOLOGICAL THEORIES</b>	3	2	3	3	-	2	1	1	3	2	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



<b>SOC11052</b>	<b>RESEARCH METHODOLOGY</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

**Objectives:**

1. To teach students sociological approaches to research methodology
2. To acquaint the students with various aspects of quantitative and qualitative research
3. To introduce statistics and data collection methods
4. To provide technological skills and statistical applications to analyze social phenomena

**Course Outcomes:**

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

1. appreciate the diversity of approaches in sociology and will be able to draw from multiple traditions of research
2. acquaint with nuances of qualitative and quantitative techniques and analyses
3. use SPSS skills and statistical applications for data analysis of research
4. learn how to produce original academic writing, send abstracts for conferences and publish in peer-reviewed academic journals

**Course Description:**

The main purpose of this course is to provide an introduction to the basis and principles of research methodology. Various research designs will be introduced that include experimental and non-experimental as well as qualitative and quantitative designs. The course also aims at stressing the importance and needs for research. It prepares students to plan and carry out research projects during their studies in their future career. The course also gives the student basic information & understanding of data collection, biostatistics and basic scientific research writing.

## **Course Content:**

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### **UNIT 1:**

#### **Foundations of Research:**

Meaning, Objectives, Motivation, Utility. Concept of theory, empiricism, deductive and inductive theory. Characteristics of scientific method - Understanding the language of Research - Concept, Construct, Definition, Variable. Research Process

### **UNIT 2:**

#### **Problem Identification & Formulation:**

Research Question - Investigation Question - Measurement Issues - Hypothesis - Qualities of a good Hypothesis Null Hypothesis & Alternative Hypothesis. Hypothesis Testing - Logic & Importance.

### **UNIT 3:**

#### **Research Design:**

Concept and Importance in Research - Features of a good research design - Exploratory Research Design - concept, types and uses, Descriptive Research Designs - concept, types and uses. Experimental Design: Concept of Independent & Dependent variables.

### **UNIT 4:**

#### **Types of research:**

Descriptive vs Empirical research, Conceptual research, Qualitative research - Quantitative research - causality, generalization, replication. Merging the two approaches- Triangulation/ Mixed method.

#### **Reading Lists:**

1. Babbie, E. 2004. The Practice of Social Research. Thomson and Wadsworth.
2. Baker, T.L. 1990. Doing Social Research. McGraw-Hill.
3. Bailey, F.G. 2007. Methods of Social Research. Free Press
4. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi Kothari, C.R (2004) Research Methodology: Methods and Techniques, New Delhi: New Age.
5. Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.

6. Creswell.J.2013,Qualitative Inquiry and Research Design:Choosing Among Five Approaches (3<sup>rd</sup> Ed.)Sage
7. Goode, G and P.K. Hatt. 1952. *Methods in Social Research*. McGraw-Hill.
8. Hughes, John., *The Philosophy of Social Research*, Longman, London, 1987.
9. Kaplan, D (2004) *The Sage handbook of quantitative methodology for the social sciences*, London: Sage.
10. Kothari, C.R *Research Methodology: Methods and Techniques*, New Delhi: New Age. 2004.
11. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14
12. Garg, B.L., Karadia, R., Agarwal, F. and Agarwal, U.K., 2002. *An introduction to Research Methodology*, RBSA Publishers.
13. Jayaram, N. 1989. *Sociology: Methods and Theory*. Madras: Mac Millian.
14. Miles, M. and A. Huberman. *Qualitative Data Analysis: an Expanded Source Book*. London: Sage, 1994
15. Neuman, W.L. *Social Research Methods: Quantitative and Qualitative Approach*. New Delhi: Pearson Education India, 2006

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal	Mid Term	End Term
Weightage (%)	30	20	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	appreciate the diversity of approaches in sociology and will be able to draw from multiple traditions of research.	PO1, PO2, PO3, PO4,PO11. PO12
CO2	acquaint with nuances of qualitative and quantitative techniques and analyses	PO1, PO2,PO4, PO8,PO10, PO11, PO12
CO3	use SPSS skills and statistical applications for data analysis of research	PO2,PO3,PO4, PO5, PO10,PO11,PO12
CO4	learn how to produce original academic writing, send abstracts for conferences and publish in peer-reviewed academic journals	PO1,PO2,PO3,PO4, PO5, PO8, PO10,PO11,PO12

		<b>Sociological Understanding</b>	<b>Problem analysis</b>	<b>Construction of social problem-solving</b>	<b>Research formulation for social issues</b>	<b>Usage of modern mechanism</b>	<b>Creation of socially responsible human</b>	<b>Ecological and Sustainable</b>	<b>Ethics and Values inculcation</b>	<b>Individual, group and society</b>	<b>Communication and social relationships</b>	<b>Professional Skill Development</b>	<b>Life-long Learning</b>
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11052	<b>RESEARCH METHODOLOGY</b>	2	3	3	3	3	3	1	3	3	2	3	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>SOC11053</b>	<b>Political Sociology</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>	introduces the meaning, scope and importance of political sociology				
<b>Co-requisites</b>	--				

**Course Objectives:**

1. To introduces the students to the meaning, scope and importance of political sociology
2. To make students aware about political culture and the relationship between religion, class, caste and political institutions
3. To provide understanding of political socialization meanings, types, agencies and the relationship between individual, political institutions and society
4. To make the students aware about the theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues
5. To develop a comparative understanding of political relationships on the basis of various themes such as power, governance and state and society relationships

**Course Outcomes:**

CO1-**Construct** the meaning, scope and importance of political sociology

CO2-**Illustrate** sociological understanding of formation of political institutes and the relationship with other institutions

CO-3 **Identify** knowledge about political culture and the relationship between religion, class, caste and political institutions

CO4-**Develop** conceptual clarity and can articulate the main debates and arguments with regard to political institution in society

CO5-**Distinguish** different types of political relationships on the basis of various themes such as power, governance and state and society relationships

**Catalog Description:**

Political Sociology is one of the core areas of sociology. It is a thriving subfield of sociology with important theoretical and practical consequences. The endeavour in this course is to render it compact, contemporaneous and make it contextual for Indian students, while familiarizing them with enduring conceptual and theoretical concerns. It is rigorously theoretical yet relatable. The course offers a judicious mix of classical and contemporary texts in political sociology that examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts. The course is an intensive introduction to the theoretical debates extant in the sub-field and equips students to

learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems. The course equips students to grasp the essential historicity of political processes, political institutions and political change to facilitate an understanding of the dynamic nature of political phenomena.

### **Course Content:**

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#### **Unit -I**

##### **Political Sociology: Origin Development and Scope:**

Meaning, Scope, Origin and Development, Importance of Political Sociology

#### **Unit-II**

##### **Theoretical Concepts**

Foucault's concept of power: Weber (Authority), Dahrendorf, (ICA), Pareto (Circulation of Elites)

#### **Unit-III**

##### **Political Socialization:**

Meaning, Characteristics and Major Agencies of Political Socialization; Importance of Political Socialization;

#### **Unit-IV**

##### **Political Structure and Political Parties:**

Government- Forms, Organs of Government; Citizenship; State- Types, Theories  
Religion and Politics; Caste and Politics; Regionalism and Politics; Reservations and vote-bank.

Political Parties- Meaning, Functions, Importance and Limitation, Development of Political Parties in India; Relevance in present society.

### **Reading Books:**

1. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24
2. Dower R. E. & Hughes (1971): Political Sociology, New York
3. S. N.(1971). Political Sociology: Reader Basic Books.
4. R. and A. Mason, (2003). Political Concepts. Manchester University Press.
5. Gupta Dipankar (1996): Political Sociology in Indian (Contemporary Trends) Orient Longman Limited, New Delhi-2002, P. 25-35, 75-80
6. Indian Council of Research (1981): A Survey of Research in Political Dynamics. Allied Publishers Private Limited, New Delhi.
7. Kothari R. (1970): Caste in Indian Politics in India, Orient Longmans Ltd.

8. Desai I. P.: Caste and Politics, Economic and Political Weekly, 1967, 2 (17) 29, 797-799
9. Singh Yogendra : Caste and Class Some Aspects of Community and Change Sociological Bulletin, 1968, XVII, 166.

**Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam**

**Examination Scheme:**

Components	Internal Assessment	Mid Term	End Term
Weightage (%)	30	20	50

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Construct</b> the meaning, scope and importance of political sociology	PO1, PO6, PO11, PO12
CO2	<b>Illustrate</b> sociological understanding of formation of political institutes and the relationship with other institutions	PO1, PO3, PO6, PO11
CO3	<b>Identify</b> knowledge about political culture and the relationship between religion, class, caste and political institutions	PO1, PO6, PO9, PO10, PO12
CO4	<b>Develop</b> conceptual clarity and can articulate the main debates and arguments with regard to political institution in society	PO2, PO3, PO9, PO11

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11053	Political Sociology	3	2	2	1	-	2	3	1	2	1	1	3

SOC11057	SOCIOLOGY OF RELIGION	L	T	P	C
	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

### Course Objectives:

1. To familiarize the students with the major sociological approaches and theoretical framework to the study of religion
2. To make student understand about numerous interconnections between religion and other institutions of society
3. To acquaint the students about recent debates in the sociology of religion
4. To acquaint Religion and its relevance in contemporary world.
5. To acquaint functions and dis-functions of religion.

### Course Outcomes

On completion of this course, the students will be able to--

- CO1. **Construct** that students have understood the approaches of the religion  
CO2. **Illustrate** sociological understanding of religion



CO3. **Identify** that students have conceptual clarity and can articulate the main debates and arguments with regard to religion

CO4. **Illustrate** the variety of ideas and debates and perspectives of religion

CO5. **Develop** various changes and globalization in shaping contemporary religion.

**Catalog Description:** This course ensures that students have understood the approaches of the religion and to improve sociological understanding of religion. This also ensures that students have conceptual clarity and can articulate the main debates and arguments with regard to religion. It acquaints the students to the variety of ideas and debates and perspectives of religion, last but not the least it analyze various changes and globalization in shaping contemporary religion.

### **Course Content:**

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#### **Unit 1: Understanding Religion**

Sociology of Religion: Meaning and Scope; Perspectives of Religion: Marx: Religion as opium of masses, Durkheim: Sacred and Profane, Weber: Religious Ethics and Economy, Malinowski

#### **Unit 2: Religion in India**

Hinduism: definition and features, Ancient origins and form, Ascetic tradition;  
Islam: – The Development of Islamic Empire and the Rise of New Civilization, the Sufi Tradition  
Christianity: The Spread of Christianity and Colonialism.  
Sikhism: Historical development & fundamental belief system, Buddhism: material and cultural milieu, fundamental doctrines, Jainism: Historical background: foundations and rise

#### **Unit 3: Elements of religion**

Ritual, Myth, Body, Time  
Sect, Denomination, Cult  
Religion and Ethics

#### **Unit 4: Secularism & Communalism**

Meaning, Characteristics and Factors  
Religious and Ethnic Minorities  
Disharmony  
The Challenges of Modernity

### **Readings:**

1. Asad. T. 1993. Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam, John Hopkins Press: Baltimore, pp 27-54.
2. Berger, Peter L. "Reflections on the sociology of religion today." *Sociology of Religion* 62.4 (2001): 443-454.
3. Berger, Peter L. *The sacred canopy: Elements of a sociological theory of religion*. Anchor/Open Road Media, 2011.
4. Béteille, A. 2002. *Sociology: Essays on Approach and Method*. OUP: New Delhi, pp134- 150.
5. Dillon, Michele, ed. *Handbook of the Sociology of Religion*. Cambridge University Press, 2003.
6. Fuller, C. J. 2004, *The Camphor Flame: Popular Hinduism and Society in India*, New Jersey: Princeton University Press, Introduction.
7. Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) *Religion in India*. New Delhi: OUP, pp 394 -413.
8. Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.
9. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
10. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
11. Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.
12. Evans-Pritchard, E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.
13. Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*, New Delhi: Sage, pp 23-53.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

## Relationship between the Course

### Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Construct</b> that students have understood the approaches of the religion	PO1, PO6, PO11, PO12
CO2	<b>Illustrate</b> sociological understanding of religion	PO1, PO3, PO6, PO11
CO3	<b>Identify</b> that students have conceptual clarity and can articulate the main debates and arguments with regard to religion	PO1, PO6, PO9, PO10, PO12
CO4	<b>Illustrate</b> the students to the variety of ideas and debates and perspectives of religion	PO2, PO3, PO9, PO11
CO5	<b>Develop</b> various changes and globalization in shaping contemporary religion	PO2, PO3, PO6, PO11, PO12

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11057	<b>SOCIOLOGY OF RELIGION</b>	3	2	2	1	-	2	3	1	3	1	1	3

- 1=weakly mapped  
 2= moderately mapped  
 3=strongly mapped

SOC11058	GLOBALIZATION AND SOCIETY	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To introduce the students to the global nature of contemporary social change. It takes globalization as the master trend reshaping social life everywhere, while recognizing that social outcomes are shaped through interaction with other processes as well.
2. To introduce on critical understanding about the process of Globalization through the theoretical approaches followed by the challenges posed by the process.
3. To discuss and critique the ideology that supports economic globalization, consider alternative models of global society, and consider strategies for educating congregations and equipping them for action.

Course Outcomes

- CO1. **Determine** the relation between globalization and society.  
 CO2. **Distinguish** between economic and cultural dimensions of globalization.  
 CO3. **Construct** an understanding of theoretical perspectives of globalization.  
 CO4. **Illustrate** the importance of post globalization and its impact on society.

**Catalog Description:** The course will emphasize on relation between globalization and social change. This course aims to inculcate students about the process of Globalization through the theoretical approaches followed by the challenges posed by the process. It provides an overview of the theoretical perspectives of globalization. This course also illustrates certain challenges posed by globalization in society. Students will be able to understand the ideology that supports economic globalization followed by impact of post-globalization on society.

## **Course Content:**

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### **Unit-1**

#### **Understanding Globalization**

Concept- globalization and global governance,  
History, characteristics and dimensions (economic, political and cultural)

### **Unit-2**

#### **Theoretical approaches**

Anthony Giddens, Emmanuel Wallerstein, Huntington

### **Unit-3**

#### **Challenges posed by Globalization**

Environmental degradation, the Patenting of indigenous knowledge, biodiversity  
Impact on education, livelihood, and health care (marginalized sections, SCs, STs, women and poor), issue of infinite cyberspace

### **Unit-4**

#### **Resistance to globalization**

Women's movement  
Environmental movement  
Civil Society initiatives

### **Readings:**

1. Appadurai Arjun, 1996, Modernity at Large, University of Minnesota Press
2. Applebaum R. and Robinson W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
7. Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
8. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
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9. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London
10. Lechner F. and Boli J.(ed), 2000, The Globalization, Blackwell Oxford
11. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi
12. Upadhyya C. and Vasavi A.R.(edt), 2007, In an outpost of the Global Economy: Work and Workers in India's information technology industry, Routledge India
13. Waters M., 1995, Globalization, Routledge, London.
14. Jogdand P. G, Bansode P., Meshram, N. G. (Ed.), 2008, Globalization and social justice, Rawat, Jaipur

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group**

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
SOC11058	<b>GLOBALIZATION AND SOCIETY</b>	3	2	2	2	2	2	3	1	3	1	1	3

**Discussion/ Presentation/Extempo/Written Exam**

**Examination Scheme:**

Components	Mid Sem	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Determine</b> the relation between globalization and society.	PO1, PO9, PO11, PO12
CO2	<b>Distinguish</b> between economic and political dimensions of globalization.	PO1,PO4, PO6
CO3	<b>Construct</b> an understanding of theoretical perspectives of globalization.	PO1, PO6, PO9, PO10,PO12
CO4	<b>Illustrate</b> the importance of post globalization and its impact on society.	PO1, PO2, PO6, PO9, PO11, PO12

1=weakly mapped

2= moderately mapped

3=strongly mapped

<b>SOC11059</b>	<b>SOCIOLOGY OF MARGINALISED COMMUNITIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### **Course Objectives:**

- 1.To familiarize the students with the major sociological approaches and theoretical framework to the study of marginalization
2. To make student understand about numerous interconnections between marginalization and other institutions of society
3. To acquaint the students about recent debates in the sociology of marginalization
4. How marginalization is relevant in contemporary world.
5. functions and dis-functions of marginalization.

### **Course Outcomes**

On completion of this course, the students will be able to--

CO1. To ensure that students have understood the approaches of the marginalization

CO2. To improve sociological understanding of marginalization

CO3. To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to marginalization

CO4. To acquaint the students to the variety of ideas and debates and perspectives of marginalization

CO5. To analyze various changes and globalization in shaping contemporary marginalization.

### **Course Description:**

The course is aimed to focus on those segments of the population which have lived on the margins of society and which have not received adequate scholarly attention. The focus is to sensitize students of the significance of the sociological study of Dalits, tribal communities, transgender, refugees and other deprived communities. The students will also be acquainted

with the movements led by the marginalized groups to ensure livelihood security and a life with dignity.

**Course Content:**

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**Unit I: Introduction**

Marginalisation: Meaning and Nature

Types of Marginalisation: Social, Political, Economic

Causes of Marginalisation & Marginalised Groups: Caste, Gender, People with Disabilities, Minorities, Tribes and Elderly

Socio-economic Indices of Marginalisation: Poverty, Educational Backwardness, Inequality and Untouchability

**Unit – II: Perspectives of Marginalization**

Views of Jyotiba Phule, Periyar, Ram Manohar Lohiya

Subaltern Perspective: Dr. B. R. Ambedkar

Feminist and Human Rights Perspectives

**UNIT – V : Emerging Marginalized Groups**

Gay, Lesbians and Transgender

Displaced by development projects

Refugees

**Unit –IV: Marginalisation and Affirmative Actions**

Globalization and Marginalized Communities

Constitutional Provisions

Government Policies and Programmes

Role of Non- Governmental Organizations (NGO's)

Social Welfare and Wellbeing, Social Justice and Right

**Reading list:**

1. Bryne, D. (2006). Social Exclusion. London. Open University Press



2. Foucault, Michel (2006). History, Inequality, Exclusion: New Approaches to Theory and Practice – Pauvretes, Inegalites, Exclusions: renouveau des approches theoriques et des pratiques Sociales. Geneva, ILO.
3. Omvedt, G. (1994). Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India. New Delhi. Sage Publications
4. Oommen, T. K (1990): Protest and Change Studies in Social Movements (Delhi: Sage)
5. Murshed. Marlsoob (ed.) (2002), Globalization, Marginalization, and Development, London, New York: Routledge.
6. Karnataka Joshi. Scheduled Castes and the Struggle against Inequality, New Delhi, Indian Social Institute, 1963.
7. Kamble M.D. Deprived Caste and their Struggle for Equality, New Delhi, Ashish Publishing House.
8. Xaxa, Virginius (2008): State, Society, and Tribes: Issues in Post-Colonial India. Dorling Kindersley (India) Pvt. Ltd. 11.
9. Chaudhuri, S.N. (1988): Changing status of depressed castes in contemporary India. Delhi: Daya Publishing House.
10. Gore, M.S. (1993): The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar. New Delhi: Sage.
11. Gupta, Dipankar (1991): Social Stratification. New Delhi: Oxford University Press. 14.
12. Jogdand, P.G. (2000): New Economic Policy and Dalits. Jaipur: Rawat.
13. Omvedt, Gail (1995): Dalit Visions: The anti-caste movement and the construction of an Indian Identity. New Delhi: Orient Longman.
14. Singh, K.S. (1998): The Scheduled Castes. Delhi: Anthropological Survey of India.
15. Singh, K.S. (1995): The Scheduled Tribes .Delhi: Oxford University Press.
16. Zelliott, Eleanor (1995): From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.
17. Richard Peddicord, O.P. Sheed and Ward. Gay and Lesbian Rights: A Question Sexual Ethics or Social Justice.

### **Text Books**

1. Beteile, Andre (1981) Backward Classes and the new social order, D elhi: Oxford University press.
2. Beteille, Andre (1992) The backward classes in Contemporary India, Delhi: Oxford university press.
3. Charsley, S.R. and G K Karanth (1998) (eds.) Challenging Untouchability, Delhi: Sage
4. chako, M. Priyaram. (2005). Tribal Communities and social change, sage publications, New Delhi.
5. Chaudhari, S.N. (1988) Changing status of Depressed castes in contemporary India, Delhi: Daya Publishing House
6. Gupta, Dipankar (1991), social Stratification, New Delhi, Oxford University Press.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>30</b>	<b>50</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	To ensure that students have understood the approaches of the marginalization.	<b>PO1, PO9, PO10, PO12</b>
<b>CO2</b>	To improve sociological understanding of marginalization.	<b>PO1,PO4, PO6</b>
<b>CO3</b>	To ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to marginalization.	<b>PO1, PO6, PO9, PO10, PO11</b>
<b>CO4</b>	To acquaint the students to the variety of ideas and debates and perspectives of marginalization.	<b>PO1, PO2, PO6, PO9, PO11, PO12</b>
<b>CO5</b>	To analyze various changes and globalization in shaping contemporary marginalization.	<b>PO1, PO2, PO8, PO9, PO11, PO12</b>

		<b>Sociological Understanding</b>	<b>Problem analysis</b>	<b>Construction of social problem-solving</b>	<b>Research formulation for social issues</b>	<b>Usage of modern mechanism</b>	<b>Creation of socially responsible human</b>	<b>Ecological and Sustainable</b>	<b>Ethics and Values inculcation</b>	<b>Individual, group and society-</b>	<b>Communication and social relationships</b>	<b>Professional Skill Development</b>	<b>Life-long Learning</b>
<b>Course Code</b>	<b>Course Title</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>	<b>PO 11</b>	<b>PO 12</b>
	<b>SOCIOLOGY OF MARGINALISED COMMUNITIES</b>	3	2	1	1	-	2	2	3	3	3	1	3

1=weakly mapped

2= moderately mapped 3=strongly mapped

## Sociology Minor Papers

1. Fundamentals of Sociology (SOC11045)- UG-3
2. Indian society: Issues and perspectives (SOC11049)-UG-4
3. Rural and urban Sociology (SOC11054)-UG-5
4. Sociological Theories (SOC11055)-UG-5
5. Social problems and social welfare- (SOC11060)-UG-6

<b>SOC11045</b>	<b>Fundamentals of Sociology (Minor)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course Objectives:

1. The students will learn about various social processes in our everyday lives.
2. The students will get a holistic understanding of the interconnectivity of social processes.
3. The students will acquire an in-depth knowledge about the relationship between individual and society.
4. To enable students to critically analyse social phenomena and apply their knowledge in their professional lives.

### Course Outcomes

On completion of this course, the students will be able to--

CO1. Discuss the Foundations, Tools & Methods of studying sociology.

CO2. Have the competence to examine the world through a sociological lens.

CO3. Demonstrate understanding of basic social processes of socialization, deviance, social control, and stratification by class, gender, and race, and social institutions.

CO4. Comprehend and effectively use the conceptual terminologies of sociology.

CO5. Apply sociological perspectives and sociological imagination to contemporary events and personal experience.

**Course Description:** This course will enable the students acquire knowledge about the basic concepts in Sociology. Students will be acquainted with different sociological concepts and their interconnectivity. Students would learn about culture and its influence on the society, the process of socialization by which we learn to become social beings, and social control which the society exerts on all of its inhabitants. By studying this course, students will be able to have an in-depth understanding of the social processes and the relationship between individual and society.

**Course Content:**

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**UNIT I:**

Sociology and Common Sense;

Sociology as a Science

Sociology and other Social Sciences -Anthropology, Psychology, Economics, Political Science, History

Sociology as Humanistic Discipline

Practical Significance of Sociology

**UNIT II:**

Basic Concepts I: Social Action and Social Relationship;

Status and Roles;

Social Group, Community and Association;

Family, Marriage and kinship,

Education, State and Religion.

**UNIT III:**

Basic Concepts II: Norms (Folkways and Mores), Sanctions and values;

Cooperation, Competition and Conflict;

Social Control and Socialization;

#### **UNIT IV:**

Social Stratification: Meaning Forms;

Social Mobility: Meaning, Nature and Types;

Social Change: Meaning, Types and Factors.

#### **Text Books**

1. Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories.Oxford University press

2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).

3.[Giddens](#), A., 1993.Essentials of Sociology, Uk: Polity Press

4.Harlabos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.

5.Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.

6.Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

7.Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.

8.Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

9.Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**

#### **Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End Term</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

#### **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

<b>Mapping between COs and Pos</b>
------------------------------------

	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	Discuss the Foundations, Tools & Methods of studying sociology.	<b>PO1, PO6, PO11, PO12</b>
<b>CO2</b>	Have the competence to examine the world through a sociological lens.	<b>PO1, PO3, PO6, PO11</b>
<b>CO3</b>	Demonstrate understanding of basic social processes of socialization, deviance, social control, and stratification by class, gender, and race, and social institutions.	<b>PO1, PO6, PO9, PO10, PO12</b>
<b>CO4</b>	Comprehend and effectively use the conceptual terminologies of sociology.	<b>PO2, PO3, PO9, PO11</b>
<b>CO5</b>	Apply sociological perspectives and sociological imagination to contemporary events and personal experience.	<b>PO2, PO3, PO6, PO11, PO12</b>

		<b>Socio logical Understanding</b>	<b>Prob le m anal ysi s</b>	<b>Co ns truc tion of so cia l prob le m- sol vi ng Stra te gie s</b>	<b>Re se arch for mul ati on for so cia l issues</b>	<b>Us age of mod ern ec ha nis m</b>	<b>Cr ea tion of so cia lly re sp on sib le hu man be ing</b>	<b>Ec ol ogy and Sus ta in ab le De vel op ment</b>	<b>Et hi cs and Val ues in cu lca tion</b>	<b>In di vi du al, group and so cie ty-</b>	<b>Com mu ni ca tion and so cia l re la tions hips</b>	<b>Pr ofe ssi on al Skill De vel op ment</b>	<b>Lif e- long Le ar ni ng</b>
Course Code	Course Title	P O1	P O2	P O3	P O4	P O5	P O6	P O7	P O8	P O9	PO1 0	PO 11	PO 12
<b>SOC11045</b>	FUNDAMENT ALS OF SOCIOLOGY	3	2	2	1	-	2	3	1	2	1	1	3

<b>SOC11049</b>	<b>INDIAN SOCIETY: ISSUES AND PERSPECTIVES (Minor)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

1=weakly mapped

2= moderately mapped

3=strongly mapped

### **Course Objectives:**

1. To give an account of India in terms of its cultural and historical geography and how these contribute to its diversity and plurality.
2. To provide an interdisciplinary introduction to Indian society.
3. To learn different approaches to the study of Indian Civilization.
4. To help students to explain the role of colonialism in the emergence of Indian society from fragmented principalities to a unified nation.
5. To develop an in-depth understanding about the various elements that have played a role in unifying Indian society.

### **Course Outcomes**

On completion of this course, the students will be able to--

CO1. **Determine** an understanding about the different aspects of Indian society.

CO2. **Distinguish** between Indian unity and diversity in terms of its aspects.

CO3. **Construct** an understanding about the major social and political institutions and processes.

CO4. Identify the relation between family and gender along with caste and religion.

**Catalog Description:** This course aims to introduce the students to various aspects of Indian society. Indian society has had a long history, dating as far back as 2000 BCE. In this long span of its chequered history, India witnessed many upheavals and periods of calm. India is also a diverse land of many ethnicities, linguistic groups, religions and other social formations and categories, all of which contribute to making Indian society a complex one. This course examines many such perceptions of Indian society by taking into consideration the continuities and discontinuities through its various institutions and processes.

## **Course Content:**

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### **UNIT I: Indian Society**

Nature of Indian society: Diversity and Unity

Village society: continuity and change

### **UNIT II: Caste and Class in India**

Caste and its characteristics, jajmani system.

Class in India

Agrarian class structure in India

### **UNIT III: Family and kinship**

Family: continuity and change; Forms and functions of family; Emergent forms of family;

Kinship : forms of kinship

### **UNIT IV: Contemporary social processes in India**

Westernization, Urbanization globalization in India- Impact on Indian society

### **Text Books**

- Mandelbam, D. : Society in India (Part I & II), Popular Prakashan, Bombay, 1970
- Srinivas, M.N. : Caste in Modern India and Other Essays, Asia Publishing House, Bombay, 1964
- Kapadia, K.M. : Marriage and Family in India, Oxford University Press, Calcutta, 1981
- Srinivas, M.N. : Social Change in Modern India, Orient Longman, New Delhi, 1995
- Rao, M.S.A. (ed): Urban Sociology in India, Orient Longman, New Delhi, 1974
- Ahuja, Ram : Social Problems in India, Rawat Publications, Jaipur, 1992
- Kosambi, D.D. : The Culture & Civilization of Ancient India in Historical Perspective, New Delhi, 1982
- Uberoi Patricia (ed), Family, Kinship And Marriages in India, Oxford University Press, New Delhi.
- Omen, T.K. and Mukharjee, P.N. (ed),: Indian Sociology : Reflection and Introspection, Popular Prakashan, Bombay, 1986



**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam**  
**Examination Scheme:**

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Determine</b> an understanding about the different aspects of Indian society.	PO1, PO6, PO11, PO12
CO2	<b>Distinguish</b> between Indian unity and diversity in terms of its aspects.	PO1, PO3, PO6, PO11
CO3	<b>Construct</b> an understanding about the major social and political institutions and processes.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the relation between family and gender along with caste and religion.	PO2, PO3, PO9, PO11

		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human being	Ecological and Sustainable Development	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12

<b>SOC11054</b>		<b>RURAL AND URBAN SOCIOLOGY (Minor)</b>							<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
									3	1	0	4	
<b>Pre-requisites/Exposure</b>		develop sociological skills to analyse and to diagnose the urban question in India											
<b>Co-requisites</b>		--											
<b>SOC11049</b>	<b>INDIAN SOCIETY: ISSUES AND PERSPECTIVES</b>	3	2	2	1	-	2	3	1	3	1	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Course Objective:

1. To provide the exposure to the traditions of enquiry and key substantive issues in agrarian sociology.
2. To give a comparative understanding of Indian and global agrarian society
3. To familiarize students with agrarian situation past and present with the help of necessary theories and categories
4. To introduce an in-depth understanding of urban sociology in India.
5. To introduce students on urban dimensions of society, its social structure and social process in India.

### Course Outcome:

CO1: **Construct** knowledge about the traditions of enquiry and key substantive issues in agrarian sociology

CO2: **Determine** empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition

CO3: **Identify** appreciation of agrarian world and familiarity with the trajectory of theoretical

conversation on agrarian issues and their social, political and policy implications

CO4. **Distinguish** among measures of segregation commonly used and use them to make comparisons across metropolitan areas.

CO5. **Illustrate** relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

**Catalog Description:** This course will provide understanding of agrarian society as well as introduces the students with the critical understanding of urban sociology. It will familiarize students with agrarian situation past and present with the help of necessary theories and categories. It will create sense of agrarian communities, their structure, transformation and trials and tribulations in modern world and the students will achieve the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance and the future of agrarian society. Also, the students will be able to learn about the emerging trends, factors, and sociological dimensions of urbanization. This course would acquaint the students with an in-depth understanding of the changing occupational structure due to urbanization, and its impact on family, class, caste, and gender.

### **Course content**

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#### **UNIT I: Nature and scope of rural sociology**

- 1.1.Importance of the study of rural sociology
- 1.2.Agrarian Social Structure and Change
- 1.3.Village Social Structure; Land ownership pattern in Rural Society,
- 1.4.Jajmani systems

#### **UNIT II: Rural Social Problems and Developmental Strategies**

- 2.1. Land Reform programmes; Green Revolution; Rural Development Programmes
- 2.2 Agrarian Unrest and Peasant Movements- Untouchability; Rural Violence; Landlessness; Rural Indebtedness
- 2.3. Seasonal unemployment, Superstitions
- 2.4 Water Resources and Utilisation, Health and sanitation, Bonded and Migrant labourers

#### **UNIT III: Urban Sociology-Nature and Scope of Urban Sociology**

- 3.1. Importance of the Study of Urban Sociology; Urbanism as a way of life; Factors of Urbanization.
- 3.2. Urban Planning - Definition of urban locality, urban place - Urban agglomeration and other related terms.
- 3.3. Urban Renewal; Planning for New Settlements - Measuring Urbanization
- 3.4. Location of cities - nature, culture, function, migration.

#### **UNIT IV: Urban Social problems and Developmental Strategies**

- 4.1. India- Urban Social Problems-Crime;
- 4.2. Juvenile Delinquency; Slums; Housing Problems;
- 4.3. Environmental Problems; Poverty; Unemployment
- 4.4. Developmental Strategies

#### **Text Books:**

1. Bhaduri, A. 1984 The Economic Structure of Backward Agriculture. Macmillan, Delhi
2. Desai, A.R. 1959 Social Background of Indian Nationalism. Popular Prakshan, Bombay.
3. K.L. Sharma, (1986) Agrarian Stratification : Old Issues, New Explanations and New Issues, Old Explanations', Caste, Class and Social Movements, Rawat Publications, Jaipur, First Published,
4. Dipankar Gupta (ed.), (1992) 'The Model of Agrarian Classes in India, Social Stratification (Excerpted from D.N. Dhanagare, The Model of Agrarian Classes in 'India', in Peasant Movements in India, 1920-50), Oxford University Press, Delhi, First Published,.
5. Beteille, Andre 1986. Studies in Agrarian Social Structure. Oxford University Press: Delhi
6. Chauhan, Brij Raj 1968. A Rajasthan Village. Vir Publishing House: Delhi 5. Dube, S.C. 1955. Indian Village. Cornell University Press: New York
7. Madan, Vandana (ed.) 2002. The Village in India. Oxford University Press: New Delhi
8. Sharma.K.L. 1997. Rural Society in India. Mittal Publications: New Delhi
9. Srinivas, M.N. (ed.) 1978. India's Villages. Media Promoters: Bombay
10. I. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.
11. . Kundu Amitabh and DarshiniMahadevia (Eds.). 2002. Poverty and vulnerability in a globalising metropolis Ahmedabad: New Delhi: Manak Publication Pvt. Ltd.
12. A critic of poverty theories and policies, Rutgers University.

13. Beteille Andre. 2003. 'Poverty and Inequality' EPW. Vol-42, October –2004.
14. Rao, M .S. A. (ed.), 1974. Urban Sociology in India, Orient Longman, New Delhi.
15. Ramachandran, R., 1989. Urbanization and Urban Systems in India, OUP, Delhi.
16. Desai. A. R and S. Devadas Pillai. Eds. (1990). Slums and Urbanisation. Bombay. Popular Prakashan.
17. A.R.Desai and S. D. Pillai. (1972). A Profile of an Indian Slum. University of Bombay.
18. Verma, Gita Dewan. (2002). Slumming India: A chronicle of slums and their saviours. Delhi. Penguin Books.
19. Dhadave M. S. (1989). Sociology of Slum. New Delhi. Archives Books.
20. Bose, Ashish. (1985). —Urbanization and Slums, Important Strategies for the futurel. in Prodipto Roy and Shagon Dasgupta.
21. Waxman, Chaim. I. 1983. The stigma of property: A critic of poverty theories and policies, Rutgers University.

### Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

#### Examination Scheme:

Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	<b>Construct</b> knowledge about the traditions of enquiry and key substantive issues in agrarian sociology	PO1, PO6, PO11, PO12
CO2	<b>Determine</b> empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition	PO1, PO3, PO6, PO11
CO3	<b>Identify</b> appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications	PO1, PO6, PO9, PO10, PO12
CO4	<b>Distinguish</b> among measures of segregation commonly used and use them to make comparisons across metropolitan areas.	PO2, PO3, PO9, PO11

<b>CO5</b>	<b>Illustrate</b> relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.	<b>PO2, PO3, PO6, PO11, PO12</b>
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		Sociological Understanding	Problem analysis	Construction of social problem-solving	Research formulation for social issues	Usage of modern mechanism	Creation of socially responsible human	Ecological and Sustainable	Ethics and Values inculcation	Individual, group and society-	Communication and social relationships	Professional Skill Development	Life-long Learning
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
<b>SOC11054</b>	<b>RURAL AND URBAN SOCIOLOGY</b>	3	2	2	1	-	2	3	1	3	1	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

### Course Objectives:

6. To understand what accounts for the emergence of the academic discipline of sociology.
7. To understand how the major classical theorists developed the academic discipline of sociology.
8. To understand distinctiveness of sociological approaches among the other social sciences.
9. To apply classical theories to contemporary social phenomenon
10. To analyze and to apply sociological perspectives and sociological imagination to understand social issues reformulate the theories for research work.

### Course Outcomes

CO1. **Identify** the philosophical, economic and political developments that lead to the development of classic social theory.

CO2. **Determine** an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.

CO3. **Illustrate** sociological theory to contemporary issues.

CO4. **Identify** sociological perspectives for analysing social events.

<b>SOC11055</b>	<b>SOCIOLOGICAL THEORIES (minor)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact hours-90</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

**Catalog Description:** This course introduces the students with the critical understanding about the concept of what accounts for the emergence of the academic discipline of sociology. It helps to understand how the major classical theorists developed the academic discipline of sociology. It also helps to apply classical theories to contemporary social phenomenon. Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory. Secondly, students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis. Lastly, students will be able to apply sociological theory to contemporary issues.

## Course content

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### UNIT I: Emergence of Sociology

- i. Emergence of sociology
- ii. Auguste Comte, Spencer

### UNIT II: Durkheim

- i. Division of Labour
- ii. Suicide

### UNIT III: Karl Marx

- i. Dialectical/Historical Materialism
- ii. Class and class conflict

### UNIT IV: Max Weber

- i. Weber-The Protestant Ethic and the Spirit of Capitalism , Social Action, Ideal type, Theory of Authority

### Text Books

Abraham, F. & Morgan, J. F., (1994), Sociological Thought

Coser, Lewis, (1979), Masters of Sociological Thought, Harcourt Brace, New York.

Durkheim, E, (1958), The Rules of Sociological Method, New York: The Free Press.

Durkheim, E., ((1964), The Division of Labour in Society, New York: The Free Press.

Durkheim, E., (1966), Suicide, The Free Press

Fletcher, R., (1994), The Making of Sociology. Vols. 1 & 2, Rawat Publications, Jaipur.

Aron, Raymond: Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber. 1965 – 1967.

Bendix, Rinehard – Max Weber, An Intellectual Portrait (For Weber) Double Day. 1960.

Coser, L. A.: Masters of Sociological Thought, New York : Harcourt Brace, pp.43-87, 129-174, 217-260. 1977

Nisbet – The Sociological Tradition. Heinemann Educational Books Ltd., London. 1966.



Zeitlin Irvin – Ideology and the Development Sociological Theory. Prentice Hall. 1981.

Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of Writings of Marx,

Durkheim and Weber, Cambridge University Press, Whole Book. 1997.

Hughes, John A., Martin, Peter, J. and Sharrock, W. W. Understanding Classical Sociology –

Marx, Weber and Durkheim, London: Sage Publications, Whole Book. 1995.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/  
Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

<b>Components</b>	<b>Mid Term</b>	<b>Attendance</b>	<b>Class Assessment</b>	<b>End T</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>40</b>

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) Mapping between COs and POs**

<b>Mapping between COs and POs</b>		
	<b>Course Outcomes (COs)</b>	<b>Mapped Program Outcomes</b>
<b>CO1</b>	<b>Identify</b> the philosophical, economic and political developments that lead to the development of classic social theory.	<b>PO1, PO9, PO11, PO12</b>
<b>CO2</b>	<b>Determine</b> an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.	<b>PO1, PO4, PO6</b>
<b>CO3</b>	<b>Illustrate</b> sociological theory to contemporary issues.	<b>PO1, PO6, PO9, PO10, PO12</b>
<b>CO4</b>	<b>Identify</b> sociological perspectives for analysing social events.	<b>PO1, PO2, PO6, PO9, PO11, PO12</b>

<b>SOC11060</b>	<b>SOCIAL PROBLEMS AND SOCIAL WELFARE (minor)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>	<b>Contact Hour-60</b>	3	1	0	4
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

		<b>Sociological Understanding</b>	<b>Problem analysis</b>	<b>Construction of social problem-solving</b>	<b>Research formulation for social issues</b>	<b>Usage of modern mechanism</b>	<b>Creation of socially responsible human</b>	<b>Ecological and Sustainable</b>	<b>Ethics and Values inculcation</b>	<b>Individual, group and society-</b>	<b>Communication and social relationships</b>	<b>Professional Skill Development</b>	<b>Life-long Learning</b>
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
<b>SOC11055</b>	<b>SOCIOLOGICAL THEORIES</b>	3	2	2	1	-	2	3	1	2	1	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

#### Course Objectives:

1. To introduce the students to Conceptual analysis of Social Problem.
2. To understand the Findings of the pattern of social problems, causes, extents and welfare policies.
3. To apply modern theories to contemporary social issues.

4. To Demonstrate an awareness of the complexities of social problems and the difficulties in resolving them

### **Course Outcomes**

CO1. **Understand** the social problems confronting India.

CO2. **Construct** an understanding of the major issues and their relevance in contemporary society.

CO3. **Apply** sociological theory to contemporary issues.

CO4. **Understand** the policies & programmes implemented to ameliorate the social problems

**Catalog Description:** This course analyzes various social problems from a sociological perspective (i.e., using social theory and social science research). Students of this course will be able to understand the social problems and Social Disorganization. They would be able to analyze nature, causes and different types of social disorganization. This course will also help students to develop awareness towards different social problems with the capacity to finding solutions for it.

### **Course content**

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#### **UNIT I: Social problems: concept and approaches**

Social problems-Concept, characteristic, causes  
Social problems and social change in India

#### **UNIT II: Poverty, unemployment, population explosion**

Poverty- concept, causes, measures for eradication of poverty  
Unemployment- types, causes, consequences, measures taken to control unemployment  
Population explosion- causes and consequences, measures taken to control population explosion

#### **UNIT III: Illiteracy, child labour, juvenile delinquency**

Illiteracy- magnitude of illiteracy, measures adopted for eradicating illiteracy  
Child labour- causes and measures for eradication  
Juvenile delinquency- concept and types, preventive programmes

#### **UNIT IV: social welfare and social service**

social planning and social welfare in India, priorities for social welfare, the gap in social welfare, The emergence of the idea of the welfare state, functions and problems of the welfare state.

### **Text Books**

1. Agarwal, Suresh. Social Problems in India. Rajat Publications, 2015.
2. Ahuja, Ram. Social Problems in India. 3rd ed., Rawat Publications, 2016.
3. Baruah, Arunima. Child Abuse. Reffrence Press, 2003.

4. Deb, Sibnath. Contemporary Social Problems in India. Anmol Publications PVT. Ltd., 2006.
5. Gupta, Sumitra, and Mannan Mollah, Abul Kalam Mohammad Abdul. Social Welfare in India. Chugh ,Publication ,Allahbad, 1998.
6. Das , Paramita .Social Problems in India. Anjali Publications, 2018
7. Horton, Paul B., and Gerald R. Leslie. The Sociology of Social Problems. Prentice-Hall, 1981.
8. Madan, G. R. Indian Social Problems: Social Disorganization and Reconstruction. Allied Publishers, 1966.
9. Madan, Gurmukh Ram. Indian Social Problems. Allied Publ., 1987.
10. Mamoria, Chatur Bhuj. Social Problems and Social Disorganization in India C.B. Mamoria. 2d Rewritten and Enl. Ed. Kitab Mahal, 1965.
11. Mishra, Alaka. Child Abuse. Dynamic Printers , 2014.
12. i r Indian Social Problems. Mark Publishers, 2009.
13. Patel, Manish. Contemporary Social Problems in India. Axis Publications, 2010.

**Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam**

**Examination Scheme:**

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	. <b>Understand</b> the social problems confronting India.	PO1, PO9, PO11, PO12
CO2	<b>Construct</b> an understanding of the major issues and their relevance in contemporary society.	PO1, PO4, PO6
CO3	<b>Apply</b> sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	<b>Understand</b> the policies & programmes implemented to ameliorate the social problems	PO1, PO2, PO6, PO9, PO11, PO12

		<b>Sociological Understanding</b>	<b>Problem analysis</b>	<b>Construction of social problem-solving</b>	<b>Research formulation for social issues</b>	<b>Usage of modern mechanism</b>	<b>Creation of socially responsible human</b>	<b>Ecological and Sustainable</b>	<b>Ethics and Values inculcation</b>	<b>Individual, group and society-</b>	<b>Communication and social relationships</b>	<b>Professional Skill Development</b>	<b>Life-long Learning</b>
Course Code	Course Title	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO 11	PO 12
<b>SOC11060</b>	<b>SOCIAL PROBLEMS AND SOCIAL WELFARE</b>	3	2	3	3	-	2	1	1	3	2	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped