ST. JOSEPH'S COLLEGE (AUTONOMOUS)
JAKHAMA-NAGALAND

SYLLABUS

(Outcome Based Education)

CURRICULUM AND CREDIT FRAMEWORK

FOR

UNDERGRADUATE PROGRAMMES (NEP-2020)

DEPARTMENT OF SOCIOLOGY

With effect from the Academic Year 2023-2024

(1ˢᵗ to 4ᵗʰ FYUGP)

Syllabi of Sociology Honours FYUGP (NEP 2020): St. Joseph's College (Autonomous), Jakhama

Sem	Discipline Specific Course (DSC)/ Major Or Core (4 Credits)	Inter-Disciplinary Minor(IDM) (4 Credits)	Multi-Disciplinary/ 3 Introductory Course (MDC) (4 Credits)	Ability Enhancement Course (AEC) (2 Credits)	Skill Enhancement Course (SEC) (2 Credits)	Value Added Course (VAC) (2 Credits)	Total Credits
I	SOC 1.1: Introduction to Sociology SOC 1.2: Sociology of India-I	SOM 1: Indian Societies: Images and Realities	MDC 1: Environmental Studies	AEC 1: English Communication	SOS 1: Techniques of Ethnographic Film Making	VAC 1: Constitutional Values	22
II	SOC 2.1: Social Change SOC 2.2: Sociology of India-II	SOM 2: Gender and Violence	MDC 2: Life Science	AEC 2: Basic Functional English	SOS 2: Reading, Writing and Reasoning for Sociology	VAC 2: Consumer Right	22
	Students on exit shall be awarded *Undergraduate Certificate*						**Total=44 Credits**
III	SOC 3.1: Sociological Thinkers I SOC 3.2: Sociology of Religion SOC 3.3: Rural Sociology	SOM 3: Environmental Sociology	MDC 3: Intellectual Property Rights IPR		SOS 3: Reading Ethnographies		22
IV	SOC 4.1: Sociological Thinkers II SOC 4.2: Family, Marriage and Kinship SOC 4.3: Social Stratification and Mobility	SOM 4: Population and Society		AEC 3: Poetry, Prose and Short Stories	SOS 4: Sociology of Food Culture	VAC 3: Work Ethics	22
	Students on exit shall be awarded *Undergraduate Diploma*						**Total=44 Credits**
V	SOC 5.1: Political Sociology SOC 5.2: Sociology of Gender SOC 5.3: Sociology of Social Movement	SOM 5: Sociology of Development		AEC 4: Novel and Drama	SOS 5: Sociology of Entrepreneurship	VAC 4: India through the Ages	22
VI	SOC 6.1: Economic Sociology SOC 6.2: Introduction to Social Research SOC 6.3: Social Problems in India SOC 6.4: Urban Society	SOM 6: Tourism and Society			SOS 6: Techniques of Data collection		22
	Students on exit shall be awarded *UG Degree*						**Total=44 Credits**

VII	**SOC 7.1:** Theoretical Perspective in Sociology **SOC 7.2:** Diaspora Studies **Research Methodology**	**SOM 7:** Science, Technology and Society **SOM 8:** Industrial Sociology				Research Dissertation will start	**20**
VIII	**SOC 8.1:** Sociology of Organization	**SOM 9:** Contemporary Development Discourses				Dissertation on Major (12) Or Three papers (4×3=12) 1 minor paper & 2 major papers	**20**
							Total=40 Credits
	Students on exit shall be awarded *UG Degree (Honours with Research)*						**Total Credits= 172**

DISCIPLINE SPECIFIC CORE

Programme Specific Outcomes (PSOs): UG I Year / Certificate Course in Arts

- After completing the course, the students will be able to understand the key concepts in Sociology.
- They would develop keen insights to distinguish between common-sense knowledge and Sociological knowledge.
- They will understand the basic features of the Indian social system and social problems.
- Paper on Social Change will help the students understand the concept, dynamics, and processes related to change in and change of society.
- A critical understanding of social change would enable students to develop social cohesion suggestions.
- They will cultivate skills in ethnographic studies, techniques in film and photography, and sociological writing skills.

Programme Specific Outcomes (PSOs): UG II Year/ (Diploma in Arts)

- After completing the program, the students will develop an in-depth understanding of sociological concepts and thoughts. They will have knowledge of the works of classical sociological thinkers and their contribution to the field of Sociology. This would equip them with theoretical insights to understand the social scenario around them and familiarize them with different perspectives and theories.
- Students will understand the interface between religion and society in India and the contestation over religion in contemporary times and analyse the present social problems in the context of religion.
- They will acquire theoretical knowledge about the basics of Rural and urban society and its relevance to the present context. They will obtain different perspectives on the problems of rural and urban society and policies implemented by the government for resolving these problems in contemporary India.
- Connect classroom knowledge related to kinship, marriage, and family to analyse the issues emerging in Indian society.
- Define the nature of social stratification comprehensively and analyse issues of class-based identity and how social mobility is significant in social stratification.
- Make informed decisions and choices while participating in the political process in social affairs.
- The students will have a comprehensive conceptual, theoretical, and empirical background to the interaction between the social and natural world by highlighting environmental, sustainable development, and resource governance issues.
- They will know the basic distinction between gender and biology and the interaction between gender and society in India.

Programme Specific Outcomes (PSOs): UG III Year / Bachelor of Arts

After completing some courses, the students will be able to understand the development of Sociology as a discipline and its basic concepts.

- They will understand the emergence of intellectual traditions and their impact on society.
- Their sociological knowledge and analytical skills would enable them to think critically about Indian society and emerging social problems and issues.

- Courses in 'Research Methodology in Sociology' will enable the students to understand social research techniques that are used to investigate social phenomena.
- They will have the knowledge and skills to conduct social research.
- They will have the skills to conduct Social Surveys.
- They will be familiar with the formulation of significant hypotheses, Methods of Data collection, and Sampling Techniques.
- They will have basic knowledge of Elementary Statistics.
- They will also have practical experience in fieldwork and research projects.
- This empirical learning will help them become good researcher in the future.
- Having done the course on Indian Sociology, the students would understand the emergence and development of Sociology as a discipline in India and the influence of the growth of Nationalism on the discipline.
- They would understand the philosophical foundations of Sociology and its application in the study of Indian society.
- They would have conceptual clarity and articulate the main debates/arguments within Sociology in India.
- They would be able to apply the sociological imagination and sociological concepts and principles to understand society and also their own life.
- Some papers will help the students understand the socio-cultural realities of Indian society and culture, including the tribal society and industrial scenario.

Programme Specific Outcomes (PSOs): UG IV Year / Honours with Research

- They will be able to distinguish between macro-level sociological perspectives, specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists.
- They will develop the ability of students to apply research methods in the field and orient them to the analysis and presentation of data with the methods of Sociological research.
- The students will also learn in-depth about tribal communities, their nature, and contemporary issues in Indian society. They will also be aware of various constitutional provisions and developmental programs initiated by government and non-government agencies for their welfare.

NAME OF THE PAPER (CODE)	**: INTRODUCTION TO SOCIOLOGY (SOC 1.1)**
Number of Credit	**: 04**
Number of Hours of Lecture	**: 60**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Introduction to Sociology:**

CO 1:	To create an understanding among the students the concept of sociology, development, scope and significance of sociology as a discipline.
CO 2:	To make the students aware of the relationship and differences between sociology with other social sciences.
CO 3:	To create an understanding among the students and recall the basic concepts in Sociology.
CO 4:	To aid the students in understanding social change and identify the factors responsible for bringing about change in society.
CO 5:	To familiarise the students with the working of social institution.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Sociology as a Discipline	Meaning of sociology, Origin of sociology, Scope and Significance of Sociology.	**CSO 1.1:** to understand the term sociology. (K) **CSO 1.2:** to understand the origin of the word sociology. (U) **CSO 1.3:** to understand the definition of sociology given by various thinkers. (U) **CSO 1.4:** to discuss the origin and trace the emergence of sociology as a discipline. (U) **CSO 1.5:** to explain the factors contributing to the emergence of sociology. (U) **CSO 1.6:** to discuss the establishment of sociology as a science and the contributions made by Auguste Comte and Herbert Spencer. (U) **CSO 1.7:** to discuss the contributions of Karl Marx, Emile Durkhiem and Max Weber. (U) **CSO 1.8:** to explain the nature of sociology. (U) **CSO 1.9:** To discuss the subject matter and scope of sociology. (U) **CSO 1.10:** to discuss the Specialistic or Formalistic school of thought. (U) **CSO 1.11:** to discuss the Synthetic School of Thought. (U) **CSO 1.12:** to explain the significance of sociology. (U)	12	20	Not to be filled-in

UNIT 2 Sociology and other Social Sciences	Sociology and economics, Sociology and History, Sociology and Political Science.	**CSO 2.1:** to explore the relationship between sociology and economics. (A) **CSO 2.2:** to identify the differences between sociology and economics. (A) **CSO 2.3:** to discuss how sociology and history are interrelated. (U) **CSO 2.4:** to identify and discuss the difference between sociology and history. (A) **CSO 2.5:** to discuss the relationship between sociology and political science. (U) **CSO 2.6:** to write and identify the differences between sociology and political science. (A) **CSO 2.7:** to discuss some opinions on the relation between sociology and political science. (U)	12	20	Not to be filled-in
UNIT 3 Basic Concepts	Society, community, Institutions, Norms and Values, Folkways and Mores, Status and Roles, Culture: Definition, Meaning, Functions and Cultural Lag.	**CSO 3.1:** to define the term society. (K) **CSO 3.2:** to identify the characteristics of society. (A) **CSO 3.3:** to define the term community. (K) **CSO 3.4:** to discuss the elements of community. (U) **CSO 3.5:** to define the term institution. (K) **CSO 3.6:** to discuss the characteristics of institution. (U) **CSO 3.7:** to define the term norms. (K) **CSO 3.8:** to identify and discuss the characteristics of norms. (A) **CSO 3.12:** define the term values. (K) **CSO 3.13:** to discuss the functions and aspects of values. (U) **CSO 3.14:** to define the term status. (K) **CSO 3.15:** to define the term roles. (K) **CSO 3.16:** to discuss the interrelationship between status and roles. (U) **CSO 3.17:** to define the term culture. (K) **CSO 3.18:** to discuss the functions of culture. (U) **CSO 3.19:** To explain cultural lag. (U)	12	20	Not to be filled-in

UNIT 4 Social Change	Meaning and Nature Types of Social change, Factors of Social Change.	**CSO 4.1:** to define the term social change. (K) **CSO 4.2:** to discuss the nature and explain the characteristics of social change. (U) **CSO 4.3:** to identify the causes of social change. (A) **CSO 4.4:** to discuss evolutionary theory of social change. (U) **CSO 4.5:** to discuss cyclical theory of social change. (U) **CSO 4.6:** to discuss conflict theory of social change. (U) **CSO 4.7:** to understand the technological factor of social change. (U) **CSO 4.8:** to determine the impact of technological change on social order. (A) **CSO 4.9:** to understand the cultural factor of social change. (U) **CSO 4.10:** to discuss the ideational factor of social change. (U) **CSO 4.11:** to explain the demographic/ biological factor of social change. (U)	12	20	Not to be filled-in
UNIT 5 Social Institutions	Family, Marriage and Kinship.	**CSO 5.1:** to define the term family. (K) **CSO 5.2:** to identify the features of family. (A) **CSO 5.3:** to discuss the types of family. (U) **CSO 5.4:** to define the term marriage. (K) **CSO 5.5:** to discuss the functions of marriage. (U) **CSO 5.6:** to explain the types of marriage. (U) **CSO 5.7:** to define the term kinship. (K) **CSO 5.8:** to explore the rule of descent. (A) **CSO 5.9:** to discuss kinship usages-avoidance, teknonymy, avunculate, amitate, couvade and joking relationship. (U) **CSO 5.10:** to examine the approaches of kinship studies in India. (A)	12	20	Not to be filled-in

Reference Reading:

1. Beteille, Andre (1985). *Six Essays in Comparative Sociology*, New Delhi: University Press. Sociology and Social Anthropology.
2. Beteille, Andre (2002). *Sociology: Essays in Approach and Method*, New Delhi: Oxford University Press.
3. Bierstedt, Robert (1974). *The Social Order*. New York: McGraw Hill.
4. Haralambos, M. (1991). *Sociology. Themes and Perspectives*. New Delhi: Oxford University Press.
5. Inkeles, Alex (2003). *What is Sociology? An Introduction to the Discipline and Profession*. New Delhi: Prentice Hall of India Private Limited.
6. Jayaram, N. (1990). *Introducing Sociology*. New Delhi: MacMillan India Ltd.
7. Johnson, Harry. M. (1995). *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
8. Jonathan H. (1994). *Sociology: Concepts and Uses*. New York: Mc Graw Hill Inc.
9. Kikhi, Kedilezo. et. al., (2010). *Introduction to Sociology*, Dimapur: Heritage Publishing House.
10. Sharma, R. N. (1982). *Principles of Sociology*, London: J. K. Publishers.

NAME OF THE PAPER (CODE)   **: SOCIOLOGY OF INDIA-1 (SOC-1.2)**

Number of Credit   **: 04**
Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of India-1**:

CO 1:	To aid the students in understanding the Colonial and Nationalist discourse on Indian society.
CO 2:	To create an understanding among the students of Indian society in the lens of Caste system.
CO 3:	To inculcate and create interest among students in the understanding of concepts and institutions which are useful for Indian society.
CO 4:	To make the students aware of the Tribal people in India, their issues and approaches to development.
CO 5:	To assist the students in the understanding of Agrarian class structure in India.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 India: An object of knowledge	The Colonial Discourse, The Nationalist Discourse, The Subaltern Critique	**CSO1.1:** to define the term colonial discourse. (K) **CSO1.2:** to explain the model of varna by colonialists. (U) **CSO1.3:** to illustrate how the missionaries and orientalists have given descriptions regarding caste system. (A) **CSO1.4:** to discuss the discourse on Indian nationalism. (U) **CSO1.5:** to illustrate the Subaltern critique on Indian nationalism. (A) **CSO1.6:** to explain Guha on the contradictions of the nationalist campaigns. (U) **CSO1.7:** to identify Partha Chatterjee intervention on Indian nationalism. (A)	12	20	Not to be filled-in
UNIT 2 Caste	Concepts and Characteristics, Origin of Caste, Caste Mobility.	**CSO 2.1:** to explain the meaning and concept of caste system. (U) **CSO2.2:** to explain the characteristics of caste system. (U) **CSO2.3:** to examine the origin of caste system. (A) **CSO2.4:** to explain the meaning and definition of Mobility. (U) **CSO 2.5:** to explain caste mobility. (U) **CSO2.6:** to identify the levels of	12	20	Not to be filled-in

		mobility in the caste system. (K) **CSO2.7:** to illustrate caste mobility according to M.N. Srinivas. (A)			
UNIT 3 **Indian social institutions**	Family, Religion, Polity.	**CSO 3.1:** to define the term family. (K) **CSO 3.2:** to explain the characteristics of family. (U) **CSO 3.3:** to explain the types of family. (U) **CSO 3.4:** to define the term religion. (K) **CSO 3.5:** to classify the characteristics of religion. (U) **CSO 3.6:** to elaborate the major religious groups in India. (U) **CSO 3.7:** to differentiate between function and dysfunction of religion. (A) **CSO 3.8:** to analyse the concepts of Indian polity. (A)	12	20	Not to be filled-in
UNIT 4 **Tribe**	Concept, Definitions and Characteristics, Problems and Issues of Tribal people in India, Approaches to tribal development-Assimilation/Isolation/Integration.	**CSO 4.1:** to define the term tribe. (K) **CSO 4.2:** to explain the characteristics of tribe. (U) **CSO 4.3:** to examine the problems of tribal people in India. (A) **CSO 4.4:** to explain the issues of tribal people in India. (U) **CSO 4.5:** to analyse the assimilation approach of tribal development. (A) **CSO 4.6:** to discuss the isolation approach of tribal development. (U) **CSO 4.7:** to explain the integration approach of Tribal development. (U)	12	20	Not to be filled-in
UNIT 5 **Indian Society**	Agrarian Classes, Industry: Types of Industries in India, Labour Union.	**CSO 5.1:** to develop an understanding of agrarian classes in India. (U) **CSO 5.2:** to explain Thorner's Agrarian Model of Classes. (U) **CSO 5.3:** to define the term industry. (K) **CSO 5.4:** to analyse the types of industries in India. (A) **CSO 5.5:** to know the meaning of labour union. (K) **CSO 5.6:** to explain the characteristics of labour. (U) **CSO 5.7:** to discuss the major types of labour union in India. (U)	12	20	Not to be filled-in

Reference Reading:

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

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

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

4. Haimendorf, C. V. F. (1967). "The Position of Tribal Population in India". In Mason*India and Ceylon: Unity and Diversity*, New York: Oxford University Press.

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

6. Mencher, J. (1991). "The Caste System Upside Down". In D. Gupta(ed.). *Social Stratification,* Delhi: Oxford University Press, Pp.93-109.

7. Srinivas, M. N. (1969). "The Caste System in India", in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272.

NAME OF THE PAPER (CODE) : INDIAN SOCIETY: IMAGES AND REALITIES (SOM 1)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Indian Society: Images and Realties**:

CO 1:	To develop familiarity with the ideas of India in social and historical context.
CO 2:	To aid the students to map the key institutions and processes of Indian society.
CO 3:	To create a preliminary understanding among the students of the sociological discourse on Indian society in relation to caste, class and ethnicity.
CO 4:	To assist the students in understanding the working of social institution.
CO 5:	To engage the students in developing the capacity to situate contemporary public issues pertaining to Indian society in the context of institution's processes and contentions.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 **Ideas of India**	Civilization, Nation, Society.	**CSO 1.1:** to state and define the meaning of civilization. (K) **CSO 1.2:** to examine the history of Indian civilization. (A) **CSO 1.3:** to explain the silent features of Indus Valley civilization. (U) **CSO 1.4:** to state the meaning of nation, nation-state and nationalism. (K) **CSO 1.5:** to discuss the types of nationalism. (U) **CSO 1.6:** to explain the derivation of the word society. (K) **CSO 1.7:** to understand the concept of society. (U) **CSO 1.8:** to examine the characteristics of society. (A)	12	20	Not to be filled-in
UNIT 2 **Communities**	Villages, Towns, Regions.	**CSO 2.1:** to identify the meaning of village. (K) **CSO 2.2:** to explain the characteristics of village. (U) **CSO 2.3:** to examine the evolution of village. (A) **CSO 2.4:** to explore the changes in village community. (A) **CSO 2.5:** to describe the meaning of town. (K) **CSO 2.6:** to explain the features of town. (U) **CSO 2.7:** to explain the functional characteristics of town. (U) **CSO 2.8:** to outline the problems of town. (K) **CSO 2.9:** to differentiate between a	12	20	Not to be filled-in

		region and regionalism. (U) **CSO 2.10:** to distinguish the attributes of a region. (A)			
UNIT 3 Processes	Caste, Class, Ethnicity.	**CSO 3.1:** to describe the meaning of caste. (K) **CSO 3.2:** to explain the characteristics of caste. (U) **CSO 3.3:** to explore the dysfunctions of caste system. (A) **CSO 3.4:** to understand the meaning of class. (U) **CSO 3.5:** to examine classes as given by Karl Marx. (U) **CSO 3.6:** to distinguish between class and caste. (A) **CSO 3.7:** to explain the meaning of ethnicity. (K) **CSO 3.8:** to explore the characteristics of ethnicity. (A)	12	20	Not to be filled-in
UNIT 4 Institutions	Kinship, Family, Religion.	**CSO 4.1:** to cite the concept of kinship. (K) **CSO 4.2:** to explain the degrees and types of kinship. (U) **CSO 4.3:** to examine the significance of kinship. (A) **CSO 4.4:** to explain the meaning of family. (U) **CSO 4.5:** to analyse the different types of family. (A) **CSO 4.6:** to identify the functions of family. (K) **CSO 4.7:** to state the meaning of religion. (U) **CSO 4.8:** to analyse the key elements of religion. (A)	12	20	Not to be filled-in
UNIT 5 Contemporary Issues	Caste Conflict, Developmental Disparities, Religious Communalism.	**CSO 5.1:** to describe the meaning of caste and casteism. (K) **CSO 5.2:** to distinguish between varna and caste. (A) **CSO 5.3:** to discuss the factors leading to caste conflict. (U) **CSO 5.4:** to interpret the concept of disparity. (U) **CSO of 5.5:** to identify the causes of disparity development. (A) **CSO 5.6:** to state the meaning of communalism. (K) **CSO 5.7:** to examine the factors leading to religious communalism. (A)	12	20	Not to be filled-in

Reference Reading:

1. Breman, Jan (1997). The *Village in Focus' from the Village Asia Revisited*, Delhi: OUP. Pp. 15-64.

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

3. Cohn, Bernard (n.d.) *India: Social Anthropology of a Civilization*, Delhi: OUP.

4. Embree, Ainslie Thomas (1989). *Imagining India*. Delhi: Oxford University Press. Pp. 9–27.

5. Fuller, C. J. (1992). *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking. Pp. 3–28.

6. Gray, John N. & David J. Mearns. (n.d.) *Society from the Inside Out: Anthropological Perspectives on the South Asian Household.* New Delhi: Sage.

7. Mines, Diane P. (1992). *Caste in India*. Ann Arbor, Mich: Association for Asian Studies. Pp. 1-35.

8. Omvedt, Gail (2011). *Understanding Caste*. New Delhi: Orient Black Swan.

NAME OF THE PAPER (CODE) : TECHNIQUE OF ETHNOGRAPHIC FILMMAKING (SOS 1)

Number of Credit : 02
Number of Hours of Lecture : 30

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Technique of Ethnographic Filmmaking:**

CO 1:	To equip the students for challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking.
CO 2:	To enable the students to understand the relationship between a filmmaker and the subject and the code of ethics while filming.
CO 3:	To build on the use of diverse media tools and techniques of camera movement
CO 4:	To enable the students to use different camera movements and editing tools to make film.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Anthropological Filmmaking	Anthropology and Filmmaking: The Text and the Image, Different Modes of Filmmaking	**CSO 1.1:** to explain Anthropology, Sociology and filmmaking. (U) **CSO 1.2:** to discuss why ethnography is an important research technique in sociology and anthropology. (U) **CSO 1.3:** to illustrate on production of film and ethnographic text. (A) **CSO 1.4:** to identify the development in essay and visual anthropology. (K) **CSO 1.5:** to determine the production of ethnographic film in general and in India in particular. (U) **CSO 1.6:** to identify different modes of film making by Bill Nichols. (K) **CSO 1.7:** to explain poetic documentary, expository documentary, observation documentary, participatory documentary, reflexive documentary, performative documentary. (U)	12	15	Not to be filled-in
UNIT 2 The Filmmaker and the Filmed: Ethics		**CSO 2.1:** to define a filmmaker and specify the job of filmmaker in the process of filmmaking. (K) **CSO 2.2:** to examine the features, principles and modes of documentary film. (U) **CSO 2.3:** to explain the role of film makers as gate keepers. (U) **CSO 2.4:** to explore on the ethics of documentary film making. (A) **CSO 2.5:** to determine the relationship between filmmaker and subject. (A) **CSO 2.6:** to illustrate the codes of ethics in documentary film making. (A) **CSO 2.7:** to explore on the various	6	10	Not to be filled-in

		ethical issues and responsibilities in the documentary filmmaking. (A) **CSO 2.8:** to estimate the ethical challenges for the film maker. (U)			
UNIT 3 **Understanding Multiple Shots and Camera Movement**		**CSO 3.1**: to understand the different types of shots used in film and video production. (U) **CSO 3.2**: to describe the various camera movements. (U) **CSO 3.3**: to explain the purpose of different types of shots and camera movement. (U)	12	15	Not to be filled-in
UNIT 4 **Final Film Projects**		**CSO 4.1:** to apply suitable shot or camera movement for film or video production. (A) **CSO 4.2:** to assign students to make video and submit to the teacher on different themes. (A)	0	10	Not to be filled-in

COURSE CONTENTS AND ITINARY

1. **Introduction to Anthropological Filmmaking: [Week1-3]**
   - Rouch, Jean (2003). "Conversation between Jean Rouch and Professor Enrico Fulchignoni," In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp.147-187.
   - Hastrup, Kirsten (1993). "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. Pp. 8–25.

   Suggested Screening of Film Scenes/ Sequences: *Trance and Dance in Bali* by Margaret Mead and Gregory Bateson, 22 minutes.

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

   Suggested Screening of Film Scenes/Sequences: *Etre et Avoit* by Nicholas Philibert's, 105 mins,2002; *New Boys* by David MacDougall, 100 minutes, 2003; *Dilli Mumbai* Dilli by Saba Dewan, 63mins,2006; Bowling *for Columbine* by Roger Moore, 120 minutes, 2002.

   Suggested topics for technical discussion - Understanding the Camera – still, moving, digital, analog; Shot Vs Scene; Image Vs Sound; Camera angles; How to store your data? How to take care of equipment?

   Practical Work for Week 1/2 - Familiarise yourself with your camera. Use your still camera to click photos of the same objects from different angles.

2. **Filmmaker and the Filmed: Relationship and understanding 'ethics': [Weeks 4-6]**
   - Spiegel, Pauline (1991). "The Case of the Well-Mannered Guest" in *The. Independent Film and Video Monthly* April. Pp.15-17.
   - MacDougall (1991). "Whose Story is it"? In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10.

   Suggested topics for discussion: Dimensions of relationship between the filmmaker and the filmed: Gender, Class, Ethnicity.

   By this point, students should start thinking about topics and groups for their final film.

   Practical Work for Week 4-5: Assignment on Observation Mode; choose your partners and make filmmaking teams; make one shot of something of your interest. Not more than 2 minutes. Fixed frame, without movement. No speech/dialogues. Tripod is optional. Camera type is optional, as long as their solution allows viewing on a classroom projector.

   Viewing of assignments and discussions.

3. **Understanding the use of Camera in Anthropology:** [Week7-9]
   - El Guindi, Fadwa. "For God's Sake Margaret" In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: Alta Mira, 2004.Pp. 61-82

   Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith Mac Dougall, 56 minutes, 1997/2000.

   Suggested topics for technical discussion – Small and big cameras, tripod and hand-held cameras, understanding light; Film maker's Dilemma – where to place the camera? Filmmaking– Working Single or in a Team?

   Practical WorkforWeek5 –Camera mounting on tripod; hand held camera practices.

4. **Final Film Projects [Weeks 10-12]**
   Film length limited to5-8 minutes.

   Viewing of projects and discussion.

   Note: This course will require a special budget for the purchase/ hiring of equipment and for honorarium to technical resource persons.

Reference Readings:

1. Heider, Karl G. (2006). *Ethnographic Film,* Austin: University of Texas Press.
2. MacDougall, David (n.d.) *"Ethnographic Film: Failure and Promise"*, *Annual Review of Anthropology.* Vol.7, Pp.405-425**.**

NAME OF THE PAPER (CODE)   : SOCIAL CHANGE (SOC 2.1)
Number of Credit   : 04
Number of Hours of Lecture   : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Social Change:**

CO 1:	To inculcate the basic understanding among the students about the concept of social change.
CO 2:	To create awareness among the students how technology, culture and ideology brings about social change.
CO 3:	To create an understanding about various theories of social change from sociological perspective.
CO 4:	To assist the students in identifying the different aspects of social change.
CO 5:	To acquaint the students with the emerging trends of social change.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Concept of Social Change	Meaning, Characteristics, Classification.	**CSO 1.1:** to define the term social change. (K) **CSO 1.2**: To discuss and explain the nature of social change. (U) **CSO 1.3**: To write the characteristics of social change. (K) **CSO 1.4**: To explain the various sources of social change. (U) **CSO 1.5**: To understand the causes of social change. (U) **CSO 1.6**: To understand the classification of social change. (U) **CSO 1.7**: To determine the impacts of social change on society. (A)	12	20	Not to be filled-in
UNIT 2 Factors of social Change	Technological, Cultural, Ideological.	**CSO 2.1**: To understand the factors responsible for social change. (U) **CSO 2.2**: To examine the role and impact of technology in social change. (A) **CSO 2.3**: To discuss how cultural factor influence the direction and character of technological change. (U) **CSO 2.4**: To explain how ideologies bring about social change. (U) **CSO 2.5**: To examine the relationship between legislation and social change. (A) **CSO 2.6**: To understand how change is brought about in society by various institutions. (U)	12	20	Not to be filled-in
UNIT 3	Linear: Spencer,	**CSO 3.1**: To understand the concept of	12	20	Not to

Theories of Social Change	Cyclical: Pareto, Conflict: Marx.	social evolution. (U) **CSO3.2**: To explain the linear theory of social change- Herbert Spencer (U) **CSO 3.3**: To critique the linear theory of social change. (A) **CSO 3.4**: To understand the Cyclical Theory of social change -Vilfredo Pareto. (U) **CSO 3.5**: To discuss the Marxist theory of social change. (U) **CSO 3.6**: To critically examine the Conflict theory of social change. (A)			be filled-in
UNIT 4 Aspects of Social Change	Exogenous and Endogenous, Acceptance and Resistance, Factors affecting the rate and direction of Change.	**CSO 4.1**: To define the term Exogenous. (K) **CSO 4.2**: To define the term Endogenous. (K) **CSO 4.3**: To understand the distinction between exogenous and endogenous change. (U) **CSO 4.4**: To examine the factors responsible for exogenous and endogenous change. (A) **CSO 4.5**: To write the factors that affects the acceptance of social change. (K) **CSO 4.6:** To write the factors that affects the resistance of social change. (K) **CSO 4.7:** To understand the meaning of the rate and direction of change. (U) **CSO 4.8**: To examine the factors affecting the rate and direction of change. (A)	12	20	Not to be filled-in
UNIT 5 Emerging Trends	Sanskritisation, Modernisation, Globalisation.	**CSO 5.1**: To define the term sanskritisation. (K) **CSO 5.2**: To discuss M.N Srinivas view on social change. (U) **CSO 5.3**: To understand sanskritisation as a process of social change. (U) **CSO 5.4**: To define the term modernisation. (K) **CSO 5.5:** To discuss the stages of modernisation. (U) **CSO 5.6**: To understand modernisation as a process of social change. (U) **CSO 5.7**: To define the term globalisation. (K) **CSO 5.8**: To determine globalisation	12	20	Not to be filled-in

		as a process of social change. (A) CSO 5.9: To explain how globalisation affects social change. (U)			

Reference Reading:

1. Bierstedt, Robert (1974). The Social Order. Chapter 20. *'The problem of Social Change'*. McGraw Hill. Pp. 527-567.

2. Bottero, Wendy. (2005). *Stratification*. London: Routledge Publications.

3. Bierstedt, Robert (1974). The Social Order. McGraw Hill. Pp. 20-59.

4. Srinivas, M. N. (1956). A Note on Sanskritisation and Westernization. *The Far Eastern Quarterly*. 15 (4). Pp. 481-496.

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

NAME OF THE PAPER (CODE) : SOCIOLOGY OF INDIA –II (SOC 2.2)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Sociology of India-II**:

CO 1:	To aid the students in understanding about the ideas of India given by different thinkers.
CO 2:	To assist the students in identifying the different resistance problems faced by the dalit and the ethnic groups.
CO 3:	To help the students in identifying the problems faced by the women and the peasant communities.
CO 4:	To make the students recognize the change sweeping across different sections and milieu of the nation brought by urbanisation.
CO 5:	To create an understanding among the students by critically analyzing the challenges faced by the state and society with regard to civilization.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Ideas of India	Gandhi; Non-violence, Jyotiba Phule: The Bahujan Approach, Indological Approaches.	**CSO 1.1:** to draw out the biography of Mahatma Gandhi. (K) **CSO 1.2:** to define the term non-violence. (K) **CSO 1.3:** to explain the three levels of non-violence according to Gadhiji. (U) **CSO 1.4:** to analyse the concept of Non-violence according to Gandhi. (A) **CSO 1.5:** to draw out the biography of Jyotiba Phule. (K) **CSO 1.6:** to discuss on the Bahujan approach by Phule. **CSO 1.7:** to understand the meaning of Indology. (U) **CSO 1.8:** to define the word Indology. (K) **CSO 1.9:** to draw out the biography of G.S Ghurye. (K) **CSO 1.10:** to discuss on Ghurye's and his major contributions. (U) **CSO 1.11:** to discuss the meaning and definition of caste system. (U) **CSO 1.12:** to elaborate on the theories for the origin of caste system. (U) **CSO 1.13:** to illustrate on Ghurye's view on Caste system. (A) **CSO 1.14:** to draw out the biography of Louis Dumont. (K) **CSO 1.15:** to demonstrate on Dumont's view on Caste system. (A)	12	20	Not to be filled-in

UNIT 2 Resistance	Dalit Movement, Ethnic Movements and Environmental Protests.	**CSO 2.1:** to understand the meaning of Dalit. (U) **CSO 2.2:** to draw out the origin of Dalit. (K) **CSO 2.3:** to discuss the major causes of Dalit movements. (U) **CSO 2.4:** to list out the contributions of social reformers for Dalit movement. (K) **CSO 2.5:** to explain the consequences of Dalit movement. (U) **CSO 2.6:** to understand the meaning of ethnicity. (U) **CSO 2.7:** to define Ethnicity. (K) **CSO 2.8:** to elaborate on the characteristics of Ethnicity. (U) **CSO 2.9:** to illustrate on the factors responsible for Ethnic Movements. (A) **CSO 2.10:** to understand the meaning of Environmental movement. (U) **CSO 2.11:** to explore some of the reasons for the emergence of environmental movements in India. (A) **CSO 2.12:** to discuss the major environmental movements in India. (U) **CSO 2.13:** to differentiate between Chipko and Appiko movement. (A)	12	20	Not to be filled-in
UNIT 3 Movements	Women's Movements, Telangana Movement, Naxalbari Movement.	**CSO 3.1:** to identify the three waves of Feminism. (K) **CSO 3.2:** to explain the Women's movement in the colonial and post-colonial period. (U) **CSO 3.3:** to illustrate on the position of women in India. (A) **CSO 3.4:** to understand the meaning and definition of Peasant. (U) **CSO 3.5:** to distinguish between a farmer and a peasant. (A) **CSO 3.6:** to identify the types of peasants. (K) **CSO 3.7:** to discuss the main causes of peasant movements. (U) **CSO 3.8:** to explain the Telangana peasant movement. (U) **CSO 3.9:** to draw out the origin of Naxalbari peasant agitation. (K) **CSO 3.10:** to illustrate on the causes for the Naxalbari Agitation. (A)	12	20	Not to be filled-in

UNIT 4 Change	Urbanization, Occupational shift, Change in the role and status of women.	**CSO 4.1:** to understand the meaning and definition of Urban. (K) **CSO 4.2:** to explain the origin of Urban. (U) **CSO 4.3:** to define urban. (K) **CSO 4.4:** to understand the meaning and definition of Urbanisation. (U) **CSO 4.5:** to identify the terms or concepts of Urbanization. (K) **CSO 4.6:** to discuss the measures of Urbanisation. (U) **CSO 4.7:** to understand the term occupation. (U) **CSO 4.8:** to define occupation. (K) **CSO 4.9:** to understand the meaning of occupational shift. (U) **CSO 4.10:** to understand the meaning of shift work. (U) **CSO 4.11:** to discuss the types of work shifts. (U) **CSO 4.12:** to explain on the types of occupation. (U) **CSO 4.13:** to elaborate on the changing role of women in Indian society. (U) **CSO 4.14:** to illustrate on the status of women in the Indian society.(A)	12	20	Not to be filled-in
UNIT 5 Challenges to Civilisation, State and Society	Development induced displacement, Communalism, Unemployment.	**CSO 5.1:** to understand the meaning of development. (U) **CSO 5.2:** to understand the meaning of displacement. (U) **CSO 5.3:** to draw the characteristics of development. (K) **CSO 5.4:** to explain the types of displacement. (U) **CSO 5.5:** to understand the meaning of Development-induced-displacement. (U) **CSO 5.6:** to list out the forms of displacement. (K) **CSO 5.7:** explain on the development induced displacement. (U) **CSO 5.8:** to illustrate the types of development projects causing displacement. (A) **CSO 5.9:** to understand the meaning and definition of Communalism. (U) **CSO 5.10:** to draw out the origin of Communalism. (K) **CSO 5.11:** to express on the main characteristics of Communalism. (A)	12	20	Not to be filled-in

		CSO 5.12: to explain the causes of Communalism. (U) CSO5.13: to indicate some suggestions to control and eradicate Communalism. (K) CSO 5.14: to understand the meaning and definition of Unemployment. (U) CSO 5.15: to elaborate on the types of Unemployment. (U)			

Reference Reading:

1. Ambedkar, B. R. (1971). *Annihilation of Caste*. Jullunder: Bheem Patrika.

2. Baruah, S. (2010). The Assam Movement in T. K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208.

3. Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

4. Dumont, L. and D. Pocock (1957). *'For Sociology of India', Contributions to Indian Sociology*, 1, Pp.7-22.

5. Dumont, L. (1997). *Religion, Politics and History in India*. Paris: Mouton.

6. Kumar, R. (1986). The Varieties of Secular Experience. In Essays in the Social History of Modern India, Calcutta: Oxford University Pres. Pp.31-46.

7. Menon, N. (1999). Gender and Politics in India. Delhi: Oxford University Press. Pp 342-369.

8. Oommen, T. K. (1997). *Citizenship and National identity: from Colonialism to Globalism*. New Delhi: Sage Publications. Pp.143-172.

9. Pouchepadass, J. (1980). Peasant Classes in Twentieth Century Agrarian Movements in India, in E. Hobsbawm. *Peasants in History*, Delhi: Oxford University Press. Pp.136-155

10. Shah, G. (2001). *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43.

11. Srinivas, M. N. (1956). *A Note on Sanskritization and Westernization. The Far Eastern Quarterly*.

NAME OF THE PAPER (CODE) : GENDER AND VIOLENCE (SOM 2)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Gender and Violence.**

CO 1:	To create an understanding among the students the significance of social problem studies and its types from sociological perspective.
CO 2:	To create an interest among the students and help them analyse structural violence in various forms.
CO 3:	To create an understanding among the students and help them examine violence in different situations.
CO 4:	To aid the students in understanding the factors of gender violence.
CO 5:	To make the students aware about the legislative measures and the different agencies working to safeguard women's safety and security.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Gender Based Violence	Definition and meaning, Types of gender- based violence & Gender Based Violence; A human Rights Violence.	**CSO1.1**: to define the term gender. (K) **CSO1.2**: to distinguish the term between sex and gender. (A) **CSO 1.3**: to define the term gender-based Violence. (K) **CSO 1.4**: to discuss the different types of gender-based violence. (U) **CSO 1.5**: to examine the consequences of gender-based violence. (A) **CSO 1.6**: to define the term human rights. (K) **CSO 1.7**: to Discuss Gender Based Violence as Human Rights Violation. (U)	12	20	Not to be filled-in
UNIT 2 Structural Violence	Caste, Gender and Violence, Domestic Violence, Dowry Violence.	**CSO 2.1**: to understand the term structural violence. (U) **CSO 2.2**: to define the term caste violence. (K) **CSO 2.3**: to examine the role of caste in Gender Based Violence. (A) **CSO 2.4**: to define the term domestic violence. (K) **CSO 2.5**: to explore the factors leading to domestic violence. (A) **CSO 2.6**: to discuss the effects of domestic violence. (U) **CSO 2.7**: to define the term dowry violence. (K) **CSO 2.8**: to discuss the factors responsible for dowry violence. (U)	12	20	Not to be filled-in
UNIT 3 Situated Violence	Gender and Conflict Situation, Violence, harassment and the	**CSO 3.1**: to define the term situated violence. (K) **CSO 3.2**: To discuss gender in conflict	12	20	Not to be filled-

	workplace, Types of Sexual Violence and Cyber Bullying.	situation. (U) **CSO 3.3:** to define the term harassment. (K) **CSO 3.4:** to discuss harassment and the workplace. (U) **CSO 3.5:** to define the term sexual violence. (K) **CSO 3.6:** to discuss the types and forms of sexual violence. (U) **CSO 3.7:** To determine the consequences of sexual violence. (A) **CSO 3.8:** To define the term cyber bullying. (K) **CSO 3.9:** To identify the various forms of cyber bullying. (A)			in
UNIT 4 Factors of Gender Violence	Patriarchy, Cultural, Media.	**CSO 4.1:** to define the term patriarchy. (K) **CSO 4.2:** to discuss patriarchy as a factor of gender violence. (U) **CSO 4.3:** to discuss the relationship between patriarchy and violence. (U) **CSO 4.4:** to define the term cultural violence. (K) **CSO 4.5:** to discuss the role of culture in gender- based violence. (U) **CSO 4.6:** to define the term media. (K) **CSO 4.7:** to examine the role of media as a contributing factor in gender violence. (A)	12	20	Not to be filled-in
UNIT 5 Response to Violence	Constitutional Provisions and National Legislation and Policy, Service Providers- Women and Children Helplines, Non-State Agencies- NGOs, Civil Society, Community.	**CSO 5.1:** to discuss the Protection of Women from Domestic Violence Act, 2005. (U) **CSO 5.2:** to discuss the Dowry Prohibition Act of 1961. (U) **CSO 5.3:** to examine the POSH Act of 2013. (A) **CSO 5.4:** to discuss the Women helpline (WHL) 181. (U) **CSO 5.5:** to discuss the CHILDLINE 1098. (U) **CSO 5.6:** to explain the role of NGOs in combating violence against women. (U) **CSO 5.7:** to discuss the role of civil society in preventing and countering gender violence. (U) **CSO5.8:** to discuss community-based interventions and gender violence. (U)	12	20	Not to be filled-in

Reference Reading:

1. Agnes, Flavia (1984). *'My Story, Our Story: Building Broken Lives'* Mumbai: Majlis.

2. Chowdhry, Prem (1997). *Enforcing Cultural Codes: Gender and Violence in Northern India*, Economic and Political Weekly, Vol. 32, No. 19 (May 10-16), Pp.1019-1028.

3. Kannabiran, Vasanth and Kalpana, Kannabiran (1991). *Caste and Gender: Understanding Dynamics of Power and Violence*, Economic and Political Weekly, Vol. 26, No. 37 (Sep. 14), Pp.2130-2133.

4. Karlekar, Malavika (1998). *Domestic Violence*, Economic and Political Weekly, Vol. 33, No. 27 (Jul. 4-10). Pp.1741-1751.

5. Kimmel, Michael S. (2011). *The Gendered Society*. New York: Oxford University Press. Chapter 13. Gender of Violence, Pp.381-407

6. Menon, Nivedita (2004). *Recovering Subversion: Feminist Politics beyond the Law*. Ranikhet: Permanent Black. Chapter 3. Sexual Violence: Escaping the Body. Pp.106-156.

7. Naquvi, Farah (2010). *This Thing called Justice: Engaging Laws on Violence against Women in India,* in Bishakha Dutta (ed.), Nine Degrees of Justice: New Perspectives on Violence Against Women in India. Delhi: Zuban.

8. Omvedt, Gail (1990). *Violence Against Women: New Movements and New Theories in India.* Delhi: Kali for Women. Pp. 1-40.

9. Scully, Diana and Joseph, Marolla (1985). "Riding the Bull at Gilley's": Convicted Rapists Describe the Rewards of Rape, *Social Problems*, Vol. 32, No. 3 (Feb., 1985), pp. 251- 263.

10. Tejani, Sheba (2004). Sexual Harassment at the Work place: Emerging Problems and Debates, *Economic and Political Weekly*, Vol.39, No.41 (Oct.9-15, 2004), pp. 4491-4494.

11. Wies, Jennifer R. (2011). *Anthropology at the Front Lines of Gender-Based Violence*. Nashville, Tenn.: Vanderbilt Univ. Press. Ethnographic Notes from the Frontlines of Gender Based Violence, Pp.1-18.

12. Wood, E. J. (2006). 'Variation in Sexual Violence during War'. *Politics & Society*. Pp. 307-342.

NAME OF THE PAPER (CODE) : READING, WRITING AND REASONING FOR SOCIOLOGY (SOS 2)
Number of Credit : 02
Number of Hours of Lecture : 30

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Reading, Writing and Reasoning for Sociology**:

CO 1:	To facilitate rudimentary reading to advanced reading of text and to enhance the skills of Reading, Writing and Reasoning for Sociology so that students may have the means to realize learning outcomes of all the other courses in the program optimally.
CO 2:	To identify the organisation of ideas, structure of the arguments, style, tone of the author, author biases and general conclusions from specific details in texts.
CO 3:	To bring about a realisation among the students that reading, writing, reasoning and critical thinking are interrelated skills.
CO 4:	To understand the elements of writing and different genres of writing from personal essay to academic writing and to teach students to harness the creative tension in the process of reading, writing and reasoning.
CO 5:	To develop scientific reasoning by reading texts for consistency and logic. The course also seeks to teach elements of good academic writing and form habits that go with it and cultivate the ability to avoid and spot plagiarism.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	The virtues of repetition.	**CSO 1.1:** to enumerate the meaning of repetition. (K) **CSO 1.2:** to explain the different types of repetition. (U) **CSO 1.3:** to examine the importance of repetition in literature. (A)	7	12	Not to be filled-in
UNIT 2 Techniques for reading academic texts	Grasping the whole: How to get an overview, Divide and conquer: Taking text apart, getting outside help: Recruiting extra resources.	**CSO 2.1:** to state the meaning of academic text. (K) **CSO 2.2:** to explain the meaning of non-academic teat. (U) **CSO 2.3:** to examine the differences between academic and non-academic text. (A) **CSO 2.4:** to describe the meaning of academic writing. (K) **CSO 2.5:** to explain the characteristics of academic writing. (U)	7	12	Not to be filled-in
UNIT 3 How to begin writing academic prose	Building a structure: What do you want to say? Working with blocks: Sections, paras, sentences, borrowing material: Paraphrasing,	**CSO 3.1:** to state the meaning of paraphrasing. (K) **CSO 3.2:** to explain the meaning of quoting and its types. (U) **CSO 3.3:** to explore the meaning and importance of citation. (A) **CSO 3.4:** to examine the APA style	8	13	Not to be filled-in

	quoting, citing	of referencing. (A) **CSO 3.5:** to examine the MLA style of referencing. (A) **CSO 3.6:** to describe in-text citation with examples in APA and MLA style. (K) **CSO 3.7:** to differentiate between footnote and endnote. (U)			
UNIT 4 **Final Sessions**	Peer Reviewing, Plagiarism.	**CSO 4.1:** to explain the meaning of peer reviewing. (U) **CSO 4.2:** to cite the importance of peer reviewing. (K) **CSO 4.3:** to examine the steps involved in peer reviewing. (A) **CSO 4.4:** to explain the meaning of plagiarism. (U) **CSO 4.5:** to analyse plagiarism as per UGC norms. (A) **CSO 4.6:** to identify the reasons to avoid plagiarism. (K) **CSO 4.7:** to classify the different types of plagiarism. (U)	8	13	Not to be filled-in

Reference Readings:

1. Axelrod Rise B. and Charles R. Cooper (1991). *The St. Martin's Guide to Writing*. New York: St. Martin's Press.
2. Bailey, S. (2005). *Academic Writing*. London: Rutledge.
3. Becker, Howard Saul and Pamela Richards (2007). *Writing for Social Scientists*. Chicago: University of Chicago Press.
4. Creme, P. and Lea, M. (2006). *Writing at University*. Berkshire: Open University Press.
5. Douglas, Mary. 1986. *How institutions think*. Syracuse University Press: Syracuse, New York.
6. Fairbairn, G. and Fairbairn, S. (2010). *Reading at University*. Buckingham: Open University Press.
7. Graff, Gerald (2014). "*They Say/ I Say" The Moves That Matter in Academic Writing*, New York: W. W. Norton & Company.
8. Johnson, William A. Et. Al. (2000). *The Sociology Student Writer's Manual*. New Jersey: Prentice Hall.
9. Louis, Dumont (1980). *Homo Hierarchicus,* University of Chicago Press.
10. Keynes, John Maynard (1936). *The general theory of employment, interest and money*, Palgrave Macmillan, United Kingdom.
11. Sunil, Khilnani (1997). *The idea of India,* Penguin Books.
12. Shrodes, Caroline. Et. Al. (1988). (Eds.) *The Conscious Reader*. New York: Macmillan.
13. Dillard, A. (1995). *The writing life*. New York, N Y: Harper Perennial.
14. Parsons, Talcott (1995). *The social system*, Glencoe III, Free Press.
15. Romila, Thapar (2004). *Somanatha: The many voices of history*, Penguin Books, India.
16. Thomson, A. Et. Al. (2001). *Crtical Reasoning*. London: Routledge.

NAME OF THE PAPER (CODE) : SOCIOLOGICAL THINKERS-1 (SOC-3.1)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper: **Sociological Thinkers-I**:

CO 1:	To introduce Auguste Comte theories on Stages of evolution of human society.
CO 2:	To create an understanding of the theoretical formulation provided by Herbert Spencer.
CO 3:	To make the students aware the importance of materialism provided by Karl Marx.
CO 4:	To developed an insight of social action and phenomena provided by Max Weber.
CO 5:	To assist the students in the understanding of Emile Durkheim theories on social facts.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Auguste Comte	Positivism, Law of human progress, social static and dynamics.	**CSO 1.1:** to explain the biography of Auguste Comte. (U) **CSO 1.2:** to explain Auguste Comte theory on Positivism. (U) **CSO 1.3:** to discuss the Law of human progress. (U) **CSO 1.4:** to explain social statics. (U) **CSO 1.5:** to discuss the dynamics. (U) **CSO1.6:** to analyse the critique of Auguste Comte. (A)	12	20	Not to be filled-in
UNIT 2 Herbert Spencer	Organic analogy, Militant and Industrial societies, Functionalism.	**CSO 2.1:** to explain the life history of Herbert Spencer. (U) **CSO 2.2:** to define the term organic analogy. (K) **CSO 2.3:** to explain the similarities between society and organism. (U) **CSO 2.4:** to examine the differences between society and organisms. (A) **CSO 2.5:** to explain the meaning of militant and industrial societies. (U) **CSO 2.6:** to discuss the characteristics of militant societies. (U) **CSO 2.7:** to explain the characteristics of industrial societies. (U) **CSO 2.8:** to examine Herbert Spencer theory of functionalism. (A) **CSO 2.9:** to analyse the critique of Herbert Spencer. (A)	12	20	Not to be filled-in
UNIT 3 Karl Marx	Historical Materialism, Class and Class Struggle, Alienation.	**CSO 3.1:** to explain the biography of Karl Marx. (U) **CSO 3.2:** to explain the meaning of Historical Materialism. (U)	12	20	Not to be filled-in

		CSO 3.3: to elaborate the stages of Historical Materialism. (U) CSO 3.4: to explain the essential aspects of Marxian theory of Class and Class struggle. (U) CSO 3.4: to examine Marxian concept of Classless society. (A) CSO 3.5: to analyse the Criticism of Karl Marx. (A)			
UNIT 4 **Max Weber**	Ideal Type: Social action, Bureaucracy, Religion and Economy.	**CSO 4.1:** to define the term Ideal Type. (K) CSO 4.2: to explain the meaning of social action. (U) **CSO 4.3:** to examine the characteristics of social action. (A) **CSO 4.4:** to explain the types of social action. (U) **CSO 4.5:** to define the term Bureaucracy. (K) **CSO 4.6:** to discuss the characteristics of Bureaucracy. (U) **CSO 4.7:** to explain the factors contributing to the development of Bureaucracy. (U) **CSO 4.8:** to explain the functional aspects of Bureaucracy. (U) **CSO 4.9:** to explain the dysfunctional aspects of Bureaucracy. (U) **CSO 4.10:** to explain the meaning of religion and economy from the perspective of Max Weber. (U) **CSO 4.11:** to discuss the relations between religion and economy. (U) **CSO 4.12:** to analyse the critics of Max Weber. (A)	**12**	**20**	**Not to be filled-in**
UNIT 5 **Emile Durkheim**	The rules of sociological methods; Social fact, Suicide; Types of Suicide, The sacred and profane.	**CSO5.1:** to explain the biography of Emile Durkheim. (U) **CSO 5.2:** to define the term social facts. (K) **CSO 5.3:** to explain the types of social facts. (U) **CSO 5.4:** to explain the characteristics of social facts. (U) **CSO 5.5:** to describe the different classes of social facts. (K) **CSO 5.6:** to define the term Suicide. (K) **CSO 5.7:** to explain the types of Suicide. (U) **CSO 5.8:** to explain the meaning of Sacred and Profane. (U) **CSO 5.9:** to discuss the characteristics	12	20	Not to be filled-in

| | | of sacred and profane. (U)
CSO 5.10: to describe on the origin of Sacred. (K)
CSO 5.11: to analyse the critics of Emile Durkheim. (A) | | | |

Reference Reading:

1. Durkheim, E. (1951). *Suicide: A Study in Sociology*. New York: The Free Press.

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

3. Gane, Mike (1992). *The Radical Sociology of Durkheim and Mauss*. London: Routledge.

4. Giddens, A. (1971). *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

5. Rao, Shankar C. N. and Chand S. (2019). "Sociology: Principles of Sociology with an Introduction to Sociological Thought". Ram Nagar, New Delhi.

6. Ritzer, G. (1996). *Sociological Theory*. New York: Mc Graw Hill Companies.

7. Weber, Max (2002). *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126.

8. Weber, Max (1947). *The Theory of Social and Economic Organization*. New York: The Free Press, pp.87-123.

NAME OF THE PAPER (CODE) : SOCIOLOGY OF RELIGION (SOC-3.2)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Sociology of Religion:**

CO 1:	To create an understanding among the students about religion.
CO 2:	To acquaint the students with the various types of religion.
CO 3:	To inculcate and create understanding about the various perspectives of religion.
CO 4:	To make the students aware of the elements of religion.
CO 5:	To assist the students in understanding the contemporary directions of religion and society.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Understanding religion	Concept of religion, Types of religion, Significance of religion.	**CSO 1.1:** to define the term religion. (K) **CSO 1.2:** to explain the forms of religion. (U) **CSO 1.3:** to illustrate the characteristics of religion. (A) **CSO 1.4:** to explain the elements of religion. (U) **CSO 1.5:** to discuss the significance of religion. (U)	12	20	Not to be filled-in
UNIT 2 Forms of religion	Animism and Totemism, Monotheism and Polytheism, Atheism and Agnosticism.	**CSO 2.1:** to explain the different forms of religion. (U) **CSO 2.2:** to define the term animism. (K) **CSO 2.3:** to explain the term totemism. (U) **CSO 2.4:** to examine term monotheism. (A) **CSO 2.5:** to explain the meaning of polytheism. (U) **CSO 2.6:** to differentiate between polytheism and Monotheism. (A) **CSO 2.7:** to explain the concept of atheism. (U) **CSO 2.8:** to illustrate on agnosticism. (A)	12	20	Not to be filled-in
UNIT 3 Sociological perspectives on religion	Functionalist-Durkheim: Elementary forms of religious life, Conflict- Marx: Religion as Ideological weapon, Interactionist- Weber: Protestant ethics and	**CSO 3.1:** to give a brief biography of Emile Durkheim, Karl Marx and Max Weber. **CSO 3.2:** to examine religion from the Functionalist's perspective (Durkheim). (A) **CSO 3.3:** to explain Conflict perspective of religion	12	20	Not to be filled-in

	the spirit of capitalism.	(Marx). (U) **CSO 3.4:** to explain the Interactionist's perspective of religion. (Weber) (U) **CSO 3.4:** to examine the critics of Functionalist, Conflict and Interactionist perspective on religion. (A)			
UNIT 4 **Elements of religion**	Myth and Cult, Rituals and Ceremonies, Magic and Sorcery.	**CSO 4.1:** to define the term myth. (K) **CSO 4.2:** to explain the characteristics of myth. (U) **CSO 4.3:** to examine the types of myth. (A) **CSO 4.4:** to explain the elements of myth. (U) **CSO 4.5:** to give the meaning of cult. (K) **CSO 4.6:** to discuss the types of cult. (U) **CSO 4.7:** to define the term rituals. (K) **CSO 4.8:** to explain the significance of rituals. (U) **CSO 4.9:** to explain the concept and significance of religious ceremonies. (U) **CSO 4.10:** to give the meaning and definitions of magic and sorcery. (K) **CSO 4.11:** to differentiate between magic and sorcery, their functions and consequences. (A)	12	20	Not to be filled-in
UNIT 5 **Religion and Society:** **Contemporary direction**	Pluralism and Fundamentalism, Religious Movements, Religion and Science.	**CSO5.1:** to explain the concept of religious pluralism. (U) **CSO 5.2:** to explain religious fundamentalism. (U) **CSO 5.3:** to analyze religious movements in India. (A) **CSO 5.4:** to explain the difference between religion and science. (U) **CSO 5.5:** to identify the cultural function of religion and science. (K)	12	20	Not to be filled-in

Reference Reading:

1. Durkheim, Emile (1995). *The elementary forms of religious life*. London: Allen & Unwin.

2. Jones, Kenneth W. (1989). *Socio-Religious Movements in British India: The New Cambridge History of India -I*, Hyderabad: Orient Longman.

3. Malinowski, Bronislaw (1948). *Magic, science and religion and other essays.* Boston: The Free Press.

4. Mandan, T. N. (1986). (ed.) *Religions in India*. New Delhi: Oxford University Press.

5. Max Weber (2001). *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press.

6. Roberts, Kieth A. (1984). *Religion as a Sociological Perspective*. New York: Dorsey Press.

7. Shakir, Moin (1989). (ed.). *Religion, State and Politics in India*. Delhi: Ajanta Publications.

8. Srinivas, M. N. (1952). *Religion and society among the Coorgs of South India*. Clarendon: Oxford.

9. Tambiah, Stanley Jeyaraja (1990). *Magic, Science, Religion and the Scope of Rationality*. Clarendon: Oxford.

10. Weber, Max (2001). *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press.

NAME OF THE PAPER (CODE)   **: RURAL SOCIOLOGY (SOC 3.3)**
Number of Credit   **: 04**
Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Rural Sociology**:

CO 1:	To introduce the students the basic concepts, origin, scope and significance of Rural Sociology.
CO 2:	To assist the students in explaining the features of rural structure, its administration and economy.
CO 3:	To help the students in understanding the rural society and explore the rural problems.
CO 4:	To make the students analyse the development of rural communities before and after independence and also evaluate the rural development programmes.
CO 5:	To create an understanding among the students by discussing the changing trends in the rural society.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	Los
UNIT 1 Introduction	Concept and origin of rural sociology, Nature and Scope, Significance.	**CSO 1.1:** to understand the meaning of Rural Sociology. (U) **CSO 1.2:** to define the term Rural Sociology. (K) **CSO 1.3:** to identify the basic concepts of Rural Sociology. (A) **CSO 1.4:** to draw out the origin and development of Rural Sociology. (K) **CSO 1.5:** to explain the nature of Rural Sociology. (U) **CSO 1.6:** to discuss on the subject matter or Scope of Rural Sociology. (U) **CSO 1.7:** to discuss the significance of Rural Sociology. (U)	12	20	Not to be filled-in
UNIT 2 Rural Social Structure	Features of Rural Society, Rural Administration, Agrarian Economy.	**CSO 2.1:** to derive the term rural. (A) **CSO 2.2:** to discuss the nature of rural social structure. (U) **CSO 2.3:** to explain the features of rural society. (U) **CSO 2.4:** to understand the meaning of Rural Administration. (U) **CSO 2.5:** to discuss the rural administration in India. (U) **CSO 2.6:** to understand the meaning of Agrarian.	12	20	Not to be filled-in

		(U)			
		CSO 2.7: to understand the meaning of Agrarian Economy. (U) **CSO 2.8:** to Illustrate the types of agrarian economies. (A)			
UNIT 3 Rural Social Problems	Poverty and Indebtedness, Unemployment and Illiteracy Health and Sanitation.	**CSO 3.1:** to understand the meaning of poverty. (U) **CSO 3.2:** to define Poverty. (K) **CSO 3.3:** to understand the term rural poverty. (U) **CSO 3.4:** to discuss the main causes of poverty in Rural India. (U) **CSO 3.5:** to understand the term rural indebtedness. (U) **CSO 3.6:** to draw out the causes of rural indebtedness. (K) **CSO 3.7:** to understand the meaning and definition of unemployment. (U) **CSO 3.8:** to explain the types of unemployment. (U) **CSO 3.9:** to understand the meaning and definition of illiteracy. (U) **CSO 3.10:** to identify the causes of Illiteracy. (K) **CSO 3.11:** to understand the meaning of rural health. (U) **CSO 3. 12:** to draw out the causes of rural health disparities. (K) **CSO 3.13:** to understand the meaning of Sanitation. (U) **CSO 3.14:** to discuss the types of sanitation. (U)	12	20	Not to be filled-in
UNIT 4 Rural Development	Rural Development before Independence, Rural Development after Independence Community Development Programmes.	**CSO4.1:** to understand the meaning of rural development. (U) **CSO 4.2:** to explain rural development before Independence. (U) **CSO 4.3:** to discuss rural development after Independence. (U) **CSO 4.4:** to identify the features of Community	12	20	Not to be filled-in

		development Project. (K) **CSO 4.5:** to understand the meaning of Rural development programmes. (U) **CSO 4.6:** to discuss some of the development programmes in India. (U) **CSO 4.7:** to examine the objectives of Community development project. (A) **CSO 4.8:** to illustrate on the importance of community development project. (A)			
UNIT 5 Changing trends	Changes in Family, Class and Jajmani system, Impact of Science, Status of Women.	**CSO 5.1:** to understand the term family. (U) **CSO 5.2:** to explain the types of family. (U) **CSO 5.3:** to examine the factors responsible for the changes in family system. (A) **CSO 5.4:** to understand the term class. (U) **CSO 5.5:** to define Class. (K) **CSO 5.6:** to illustrate on the changes in Class system. (A) **CSO 5.7:** to understand the term Jajmani system. **CSO 5.8:** to elaborate on the factors responsible for Jajmani system. (U) **CSO 5.9:** to describe the impact of science and technology in Rural India. (K) **CSO 5.10:** to elaborate on the changing role of women in Indian society. (U) **CSO 5.11:** to illustrate on the status of women in the Indian society. (A)	12	20	Not to be filled-in

Reference Reading:

1. Arnold, David and Guha, Ramachandra (1996). *Nature, Culture, Imperialism.* New Delhi: Oxford University Press.

2. Beck, Ulrich (1992). *Risk Society: Towards a New Modernity.* New Delhi: Sage Publications.

3. Buttel, F.H. (1987). "New Directions in Environmental Sociology" in *Annual Review of Sociology*. Vol. 13. pp. 465-488.

4. Christina, Kekhrieseno (2019). *Land Relations in Nagaland: Case Study of a Village*. Dimapur: Nagaland Institute of Development Studies.

5. Dunlap R.E. and W. Michelson (2008). *Handbook of Environmental Sociology*. Jaipur: Rawat Publications.

6. Dunlap, R.E. et al. (2002). *Sociological Theory and Environment: Classical Foundations and Contemporary Insights*. Maryland- USA: Rowman & Littlefield Publishers.

7. Dunlap, R. E. and W. R. Catton, Jr. (1994). "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in *The American Sociologist*. Vol.25, No.1, pp. 5-30.

8. Gadgil, M. and R. Guha (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University Press.

9. Gould, K.A. and T.L. Lewis (2009). *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.

10. Guha, R. (1994). *Social Ecology*. Bombay: Oxford University Press.

11. Hannigan, J. (2006). *Environmental Sociology*. Oxford: Routledge.

12. Kalam, M.A. (2001). *Sacred Groves in Kodagu District of Karnataka (South India): A Socio-historical Study*, Pondy Papers in Social Sciences, No.21.Pondicherry: French Institute.

13. Shangpliang, Rekha M. (2010). *Forest in the Life of the Khasis.* New Delhi: Concept Publishing Company Pvt. Ltd.

14. Shiva, V. (1988). *Staying alive: Women, Ecology, and Development*. New Delhi: Kali for Women.

15. Souza, Alphonsus. D. (2005) (Reprint). *Traditional System of Forest Conservation in North East India: The Angami Tribe of Nagaland.* Guwahati: North Eastern Social Research Centre.

NAME OF THE PAPER (CODE) : ENVIRONMENTAL SOCIOLOGY (SOM 3)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Environmental Sociology:**

CO 1:	To introduce the foundation of Environmental Sociology and the human-nature-culture relationship.
CO 2:	To develop an understanding of society and environment in the context of sociological theories.
CO 3:	To help create an awareness of the contemporary global environmental issues.
CO 4:	To assist the students, acquire knowledge about the movements in societies which addresses environment issues.
CO 5:	To acquaint the students with environmental policies in India, underlying relationship between forest management and the livelihood strategies of the community and dynamics of community land management practice and environment conservation.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	Definition, Significance and Scope, The Rise, Decline and Resurgence, Social and Cultural Construction of Environment	**CSO 1.1:** to define the term environmental sociology. (K) **CSO 1.2:** to explain the meaning and origin of environmental sociology. (U) **CSO 1.3:** to discuss the significance of environmental sociology. (U) **CSO 1.4:** to analyse the rise and decline of environmental sociology. (A) **CSO 1.5:** to elaborate the social and cultural construction of environment. (A)	12	20	Not to be filled-in
UNIT 2 Theoretical Approaches	Ecological Modernisation, Risk, Social Ecology	**CSO 2.1:** to define ecological modernisation. (K) **CSO 2.2:** to examine the revision in ecological modernization. (A) **CSO 2.3:** to discuss the perspective on ecological modernisation. (U) **CSO 2.4:** to explain the four views on ecological modernisation. (U) **CSO 2.5:** to examine why ecological modernisation is popular. (A) **CSO 2.6:** to understand the notion and origin of Risk. (U) **CSO 2.7:** to define social ecology. (K) **CSO 2.8:** to identify the origin of social ecology. (K) **CSO 2.9:** to explore Indian	12	20	Not to be filled-in

		scenario of social ecology. (A)			
UNIT 3 Contemporary Environmental Issues	Climate Change, Development and Sustainability, Conflict over Natural Resources	**CSO 3.1:** to explain climate change. (U) **CSO 3.2:** to identify the source of climate change. (K) **CSO 3.3:** to discuss and outline the ways to mitigate climate change. (U) **CSO 3.4:** to outline the concept of sustainability and development. (K) **CSO 3.5:** to explain the types of natural resources. (U) **CSO 3.6:** to identify the factors leading to resource conflict. (K) **CSO 3.7:** to examine how resource conflict can be resolved (A)	12	20	Not to be filled-in
UNIT 4 Environmental Social Movements	Chipko Movement, Narmada Movement, Greenpeace Movement	**CSO 4.1:** to describe Chipko movement. (U) **CSO 4.2:** to identify the origin and causes of Chipko movement. (K) **CSO 4.3:** to describe Narmada movement as a water base movement. (U) **CSO 4.4:** to determine the impact of Sardar Sarovar project on the ecology and social environment. (A) **CSO 4.5:** to describe green peace movement. (K) **CSO 4.6:** to elaborate the emergence and growth of the organisation. (A)	12	20	Not to be filled-in
UNIT 5 Environment and Indian Society	Environmental Policies in India, Forest Management and Livelihood among the Tribals, Community Land Management and Environment Conservation in Northeast India	**CSO 5.1:** to explain the concept of environment and role of human being. (U) **CSO 5.2:** to identify environmental policies in India. (K) **CSO 5.3:** to understand forest management and sustainable livelihood. (U) **CSO 5.4:** to elaborate on tribal livelihood and their connection to Forest. (U) **CSO 5.5:** to identify the difference between the communities owned and individual or government owned land. (A)	12	20	

Reference Readings:

1. Arnold, David and Guha, Ramachandra. (eds.) (1996). *Nature, Culture, Imperialism.* New Delhi: Oxford University Press.

2. Beck, Ulrich (1992). *Risk Society: Towards a New Modernity.* New Delhi: Sage Publications.

3. Buttel, F.H. (1987). "New Directions in Environmental Sociology" in *Annual Review of Sociology.* Vol. 13. pp. 465-488.

4. Christina, Kekhrieseno (2019). *Land Relations in Nagaland: Case Study of a Village.* Dimapur: Nagaland Institute of Development Studies.

5. Dunlap, R.E. et al. (2002). *Sociological Theory and Environment: Classical Foundations and Contemporary Insights.* Maryland- USA: Rowman & Littlefield Publishers.

6. Dunlap, R. E. and W. R. Catton, Jr. (1994). "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in *The American Sociologist.* Vol.25, No.1, pp. 5-30.

7. Gadgil, M. and R. Guha (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India.* New Delhi: Oxford University Press.

8. Gould, K.A. and T.L. Lewis (2009). *Twenty Lessons in Environmental Sociology.* New York: Oxford University Press.

9. Guha, R. (1994). *Social Ecology.* Bombay: Oxford University Press.

10. Hannigan, J. (2006). *Environmental Sociology.* Oxford: Routledge.

11. Kalam, M.A. (2001). *Sacred Groves in Kodagu District of Karnataka (South India): A Socio-historical Study,* Pondy Papers in Social Sciences, No.21.Pondicherry: French Institute.

12. Shangpliang, Rekha M. (2010). *Forest in the Life of the Khasis.* New Delhi: Concept Publishing Company Pvt. Ltd.

13. Shiva, V. (1988). *Staying alive: Women, Ecology, and Development.* New Delhi: Kali for Women.

14. Souza, Alphonsus. D. (2005) (Reprint). *Traditional System of Forest Conservation in North East India: The Angami Tribe of Nagaland.* Guwahati: North Eastern Social Research Centre.

NAME OF THE PAPER (CODE)   **: READING ETHNOGRAPHIES (SOS 3)**
Number of Credit   **: 02**
Number of Hours of Lecture   **: 30**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Reading Ethnographies:**

CO 1:	To create an understanding among the students about the development and explain the pre-requisites of ethnography writing and to also list out the different types of ethnographies.
CO 2:	To assist the students in understanding the ethnographic practices and styles.
CO 3:	To encourage the students to read and identify the expanse of social scientific knowledge, be proficient with the techniques, to understand and critically analysed the full-length texts about others culture.
CO 4:	To encourage the students to read and identify the limits of enquiry by learning and engaging in critical thinking about ethnographic research work.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Understanding Ethnography	History and Development, Pre-Requisites for Writing Ethnography, Types of Ethnographies.	**CSO 1.1:** to define the term ethnography. (K) **CSO 1.2:** to discuss the history and development of ethnography. (U) **CSO 1.3:** to identify the pre-requisites for writing ethnography. (A) **CSO 1.4:** to identify and explain the types of ethnographies. (A)	9	15	Not to be filled-in
UNIT 2 Ethnographic practices and styles.	Scientific Ethnography, Feminist Critique of Ethnography, Interpretive Ethnography.	**CSO 2.1:** to define the term scientific ethnography. (K) **CSO 2.2:** to discuss the steps in conducting scientific ethnographic research. (U) **CSO 2.3:** to examine why ethnographic research is different from experimental research. (A) **CSO 2.4:** to write the aspects of field notes. (K) **CSO 2.5:** to discuss the emergence of feminist anthropology. (U) **CSO 2.6:** to examine the feminist methodology. (A) **CSO 2.7:** to discuss the evolution of interpretive ethnography. (U) **CSO 2.8:** to identify the characteristics of interpretive ethnography. (K)	9	15	Not to be filled-in
UNIT 3 Ethnographic Case -1	Argonauts of the Western Pacific-Bronislaw Malinowski	**CSO 3.1:** to identify the method and discuss the scope of inquiry. (A) **CSO 3.2:** to discuss the country and inhabitants of the Kula	6	10	Not to be filled-in

		district. (U) **CSO 3.3:** to discuss the natives of the Trobriand Island. (U) **CSO 3.4:** to examine the Macro-Religious Ideas of the Trobriander's. (A) **CSO 3.5:** to discuss the essentials Kula. (U)			
UNIT 4 Ethnographic Case-2	The Remembered Village – M N Srinivas	**CSO 4.1:** to identify the methods and field situation of the book. (A) **CSO 4.2:** to discuss and examine the three important men in Rampura. (A) **CSO 4.3:** to discuss the universe of agriculture. (U) **CSO 4.4:** to examine the sexes and the household. (A) **CSO 4.5:** to explore the relations between castes in Rampura. (A)	6	10	Not to be filled-in

Reference Reading:

1. Brewer D. John (2010). Ethnography: Understanding Social Research. Jaipur: Rawat Publications.

2. Clifford, James and George Marcus (1986). Writing Culture: The Poetics and Politics of Ethnography. London: University of California Press.

3. Paloma Gay Blasco and Huon Wardle (2007). How to Read Ethnography. London: Routledge.

4. Malinowski, Bronislaw (1922). Argonauts of the Western Pacific: AN Account of Native Enterprise and Adventure in the Archipelagos of Melanesian New Guinea. Studies in Economic and Political Science. London: Routledge.

5. Srinivas, M. N. (1976). *The remembered Village*. Oxford University Press: Delhi.

NAME OF THE PAPER (CODE)   : SOCIOLOGICAL THINKERS-11 (SOC-4.1)
Number of Credit   : 04
Number of Hours of Lecture   : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper: **Sociological Thinkers-I1:**

CO 1:	To introduce Talcott Parsons theories on Pattern Variables and functional pre-requisites of social system.
CO 2:	To create an understanding of structuralism, Myth and Alliance theory provided by Claude Levi-Strauss.
CO 3:	To make the students understand the theories of Mind, Self, Society, Symbolic interactionism provided by G.H. Mead and theory of Erving Goffman: Self in Everyday life.
CO 4:	To developed an insight of how reality is socially constructed as given by Berger and to understand Merton theory on Manifest and Latent function.
CO 5:	To assist the students in understanding the power elite, American middle class, and to have an imagination from different perspectives as given by C. Wright Mills.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Talcott Parsons	Pattern variables, Functional Pre-requisites of social system (AGIL), Theory of social action.	**CSO 1.1:** to explain the biography of Talcott Parsons. (U) **CSO 1.2:** to explain the meaning of Pattern Variables. (U) **CSO 1.3:** to differentiate between Gemeinschaft and Gesellschaft. (A) **CSO 1.4:** to explain Talcott Parsons theory of Pattern Variables. (U) **CSO 1.5:** to discuss the Functional Pre-requisites of Social system (AGIL). (U) **CSO 1.6:** to explain the meaning of social action according to Talcott Parsons. (U) **CSO 1.7:** to examine the elements of social action. (U) **CSO 1.8:** to critically analyse Talcott Parson's Theory. (A)	12	20	Not to be filled-in
UNIT 2 Claude Levi-Strauss	Structuralism, Theory of Myth, Alliance theory.	**CSO 2.1:** to explain the biography of Claude-Levi Strauss. (U) **CSO 2.2:** to explain Structuralism according to Levi-Strauss. (U) **CSO 2.3:** to explain the meaning of Myth. (U)	12	20	Not to be filled-in

		CSO 2.4: to examine the characteristics of Myth. (A) CSO 2.5:to explain the elements and functions of Mythology. (U) CSO 2.6: to explain the meaning of Alliance theory. (U) CSO 2.7: to discuss alliance theory of Claude Levi-Strauss. (U) CSO 2.8: to explain the elements of Alliance theory. (U) CSO 2.9: to analyse the critics of Claude Levi-Strauss. (A)			
UNIT 3 G.H. Mead and Erving Goffman	G.H. Mead: Mind, Self and Society, Symbolic Interactionism, Erving Goffman: Self in Everyday Life.	CSO 3.1: to explain the biography of G.H. Mead and Erving Goffman. (U) CSO 3.2: To explain the theory of Mind, Self, and Society as given by G.H. Mead. (U) CSO 3.3: To explain the meaning of symbolic interactionism. (U) CSO 3.4: To explain Mead's theory of symbolic interactionism. (U) CSO 3.4: To examine Goffman's theory of Self in Everyday Life. (A) CSO 3.5: To critically analyse G.H. Mead and Erving Goffman Theory. (A)	12	20	Not to be filled-in
UNIT 4 Peter L. Berger and Robert K. Merton	Social Construction of Reality, Middle Range Theory, Manifest and Latent function.	CSO 4.1: to give a brief biography of Peter L. Berger and Robert K. Merton. (K) CSO 4.2: to explain 'The social construction of reality' as given by Berger. (U) CSO 4.3: to examine the Middle Range Theory of Berger. (A) CSO 4.4: to explain the Manifest function as given by Merton. (U) CSO 4.5: to explain the Latent function as given by Merton. (U) CSO 4.6: to differentiate between Latent and Manifest functions. (U) CSO 4.7: to critically analyse Peter L. Berger and Robert K. Merton's Theory. (A)	12	20	Not to be filled-in

| UNIT 5
C. Wright
Mills | White Collar; The American middle class, Sociological Imagination, Power Elite. | **CSO 5.1:** to explain the biography of C. Wright Mills. (U)
CSO 5.2: to explain the White Collar: The American Middle Class as given by C. Wright Mills. (U)
CSO 5.3: to explain the Concept of Sociological Imagination. (U)
CSO 5.4: to explain the Application of Sociological Imagination as given by C. Wright Mills. (U)
CSO 5.5: to define Power Elite according to C. Wright Mills. (K)
CSO 5.6: to explain the American Power Elite as given by C. Wright Mills. (U)
CSO 5.7: to critically analyse the critics of C. Wright Mills's Theory. (A) | 12 | 20 | |

Reference Reading:

1. Berger, P. L. and T. Luckmann (1991). *The Social Construction of Reality*. London: Penguin Books, pp. 31-62.

2. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

3. Levi Stauss, C. (1993). Structure and Dialectics, in *Structural Anthropology Volume I*. Harmonds worth: Penguin, Pp. 232-242.

4. Mead, G.H. (1934). *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp. 135-226.

5. Parsons, Talcott (1949). *The Structure of Social Action*. New York: Mc Graw Hill.

6. Parsons, Talcott (1967). *Sociological Theory and Modern Society*. New York. Free Press.

7. Turner, J.H. (1987). *Structure of Sociological Theory*. Jaipur: Rawat Publications.

8. Parsons, T. and E. Shils (eds.) (1951). *Towards a General Theory of Action*. New York: Harper and Row Publishers, Pp. 3-29.

9. Rao, Shankar C.N. and Chand S. (2019). *Sociology: Principles of Sociology with an Introduction to Sociological Thought*. New Delhi: S. Chand Publications.

10. Ritzer, G. (1996). *Sociological Theory*. New York: Mc Graw Hill Companies.

NAME OF THE PAPER (CODE)   **: FAMILY, MARRIAGE AND KINSHIP (SOC 4.2)**
Number of Credit   **: 04**
Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Family, Marriage and Kinship:**

CO 1:	To make the students aware of the concepts of family, marriage and kinship, its origin and approaches.
CO 2:	To create an understanding among the students the nature, types, importance and forms of family.
CO 3:	To acquaint the students with the types and forms and rules of marriage, the causes of divorce and the changing forms of marriage practices in the society.
CO 4:	To make the students aware of the different terminology used in kinship, rule of descent and different forms of inheritance and succession.
CO 5:	To aid the students in understanding kinship system and household dimension of India and the changing forms of family in India.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	Meaning and Definition, Origin of Family, Marriage and Kinship, Theoretical Approaches: Structural-Functional, Alliance.	**CSO 1.1**: to define and understand the term family. (K) **CSO 1.2**: to define and understand the term marriage. (K) **CSO 1.3**: to define and understand the term kingship. (K) **CSO 1.4:** to discuss the origin of family, marriage and kinship. (U) **CSO 1.5**: to elaborate the theoretical approaches of Structural – functional, Alliance. (A)	12	20	Not to be filled-in
UNIT 2 Family	Nature and Types of Family, Function of Family, Forms of Family: Single Parents, Same Sex Couple, Surrogacy, Adoption.	**CSO 2.1**: to classify the characteristics of family. (U) **CSO 2.2**: to identify the types of family – matriarchal, patriarchal and nuclear family. (K) **CSO 2.3**: to illustrate the functions of family – primary and secondary. (A) **CSO 2.4:** to elaborate the forms of family. (U)	12	20	Not to be filled-in
UNIT 3 Marriage	Types and Forms of Marriage, Rules of Marriage: Endogamy and Exogamy, Divorce, Changing marriage practices.	**CSO 3.1**: to classify the characteristics and nature of marriage. (U) **CSO 3.2:** to identify the types or forms of marriage – polygamy, monogamy, group, marriage. (K) **CSO 3.3:** to illustrate the rules	12	20	Not to be filled-in

		of marriage – endogamy and exogamy. (K) **CSO 3.4:** to discuss divorce as a trend of marriage. (U) **CSO3.5:** to examine the changing trends of marriage practices. (A)			
UNIT 4 Kinship	Kinship Terminology, Rule of Descent, Inheritance and Succession.	**CSO 4.1:** to outline the different kinship terminology **CSO 4.2:** to define the term descent and the three basic rules of decent. (K) **CSO 4.3**: to elaborate on unilineal decent- patrilineal, matrilineal and bilateral decent. (U) **CSO 4.4**: to illustrate on the importance of the rule of decent. (A) **CSO 4.5:** to identify different degrees of kinship. (K) **CSO 4.6:** to discuss Unilineal /unilateral groups – lineage, clan and moieties. (U) **CSO 4.7**: to explore issues of inheritance and succession. (A)	12	20	Not to be filled-in
UNIT 5 Indian Context	Kinship Organisation in India: Irawati Karve, Household dimension of family: A.M. Shah, Changing forms family in India.	**CSO 5.1:** to analyse kingship organisation in India from Irawati Karve's viewpoint. (A) **CSO 5.2:** to examine A. M. Shah's view on Household Dimension of Family. (A) **CSO 5. 3**: to identify and illustrate the changing forms of family in India. (A) **CSO 5. 4**: to discuss joint family system, its merits and demerits. (U) **CSO 5.5:** to examine the causes for change in the joint family system in India. (A)	12	20	

Reference Readings:

1. Ahuja. Ram (2011). *Society in India: Concepts, Theories, and Recent Trends*. Jaipur: Ruwat Publications.

2. Bushan Vidhya and Sachdev, D. R. (2012). *Fundamental of sociology*. New Delhi: Pearson.

3. Fox, Robin (1967). *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguine.

4. Harlambos, M. (1998). *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.

5. Shah A. M. (1998). *The Family in India: Critical Essay*. New Delhi: Orient Longman.

6. Radcliffe, Brown A. R. and D. Forde (eds.), (1950). *African Systems of Kinship and Marriage*. London: Oxford University Press. PP.1-39.

7. Evans-Pritchard, E.E., (2004). The Nuer of Southern Sudan, in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell. Pp. 64-78.

8. Freeman, J. D., (1958). The Family Systems of the Iban of Borneo, in J. Goody (ed.), *The Developmental Cycle in Domestic Groups,* Cambridge: Cambridge University Press, Pp. 15-52.

9. Fortes, M. (1970). *Time and Social Structure and Other Essays*. University of London: The Athlone Press, Chapter 3. Pp. 67-95.

10. Leach, Edmund (1962). *On Certain Unconsidered Aspects of Double Descent Systems*. *Man*, Vol. 62, Pp. 130-134.

11. Lévi-Strauss, Claude (1969). *The Elementary Structures of Kinship.* London: Eyre and Spottiswoode. Chapters 1 & 2, Pp. 3-25.

12. Dumont, L. (1968). 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*. U.S.A.: Macmillan and Free Press. Pp. 19- 23.

13. Schneider, D. (2004). 'What is Kinship All About?' in R. Parkin and L. Stone (eds*.) Kinship and Family: An Anthropological Reader*. U.S.A.: Blackwell. Pp. 257-274.

14. Das, V. (1994). 'Masks and Faces: An Essay on Punjabi Kinship'. In Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press. Pp.198-222.

15. Shah, A.M. (1964). *Basic Terms and Concepts in the study of family in India.* The Indian Economy and Social History Review, vol. 1(3), Pp 1-36.

16. Vatuk, Sylvia (1989). *Household Form and Formation: Variability and Social Change among South Indian Muslims*. In Great, John N. & David J. Mearns. Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage Publications. Pp. 107-137.

NAME OF THE PAPER (CODE)   **: SOCIAL STRATIFICATION AND MOBILITY**
                                              (SOC- 4.3)
Number of Credit   **: 04**
Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Social Stratification and Mobility**:

CO 1:	To make the students comprehend the meaning of Social Stratification.
CO 2:	To create an understanding on various Theories of Stratification.
CO 3:	To make the students understand the concept of identities and inequalities.
CO 4:	To make the students well aware of the concept of social mobility.
CO 5:	To create understanding among the students about the traditional Naga social Stratification.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 **Social Stratification**	Meaning and Characteristics, Forms of Stratification, Significance, Functions and Consequences.	**CSO 1.1**: to define the term stratification. (K) **CSO 1.2:** to classify the characteristics of social stratification. (U) **CSO 1.3:** to explain the four forms of social stratification i.e. Slavery system, Estate system, Caste system, and Class system. (U) **CSO 1.4:** to examine the significance of social stratification. (A) **CSO 1.5:** to illustrate the functions of social stratification. (A) **CSO 1.6:** to explain the positive consequences of social stratification. (U) **CSO 1.7:** to identify the negative impact of social stratification. (K)	12	20	Not to be filled-in
UNIT 2 **Theories**	Functionalist approach: Talcott Parsons, Davis Moore, Conflict approach: Karl Marx, C.W. Mills, Interactionist approach: G.H. Mead, C.H. Cooley.	**CSO 2.1**: to understand the biographies of the various thinkers. (U) **CSO 2.2:** to explain social stratification from functionalist perspective (Talcott Parsons). (U) **CSO 2.3:** to explain social stratification from functionalist perspective (Davis Moore). (U) **CSO 2.4:** to examine social stratification from conflict approach (Karl Marx). (A) **CSO 2.5:** to explain social stratification from interactionist approach (G.H. Mead). (U) **CSO 2.6:** to illustrate social	12	20	Not to be filled-in

		stratification from the perspective of C.H. Cooley. (A)			
UNIT 3 Identities and Inequalities	Race and Ethnicity, Caste and Class, Age and Gender.	**CSO3.1**: to define the term race. (K) **CSO 3.2:** to explain the concept of ethnicity. (U) **CSO 3.3:** to explain the inequalities based on race. (U) **CSO 3.4:** to identify the inequalities based on ethnicity and its impact on society. (A) **CSO 3.5:** to understand the inequalities based on Caste system. (U) **CSO 3.6:** to elaborate the identities and inequalities based on class. (U) **CSO3.7:** to differentiate between Caste and Class System of stratification. (A) **CSO 3.8:** to analyze the social stratification based on Age and Gender. (A)	12	20	Not to be filled-in
UNIT 4 Social Mobility	Meaning and types of social mobility, Factors responsible for mobility, Importance and Consequences of social mobility.	**CSO4.1:** to define the term mobility. (K) **CSO 4.2:** to explain the various types of social mobility. (U) **CSO 4.3:** to examine the factors responsible for mobility. (A) **CSO 4.4:** to explain the significance of social mobility. (U) **CSO 4.5:** to analyze the positive outcome of mobility. (A) **CSO 4.6:** to discuss the negative impact of social mobility. (U)	12	20	Not to be filled-in
UNIT 5 Social stratification in Naga Society	Warriors and Chieftains, Feast of Merit, Class formation and social inequality in contemporary Naga society.	**CSO5.1:** to develope an understanding of Naga Warriors. (U) CSO 5.2: to explain the stratification of Naga society based on Warriors. (U) **CSO 5.3:** to analyse the Naga social stratification based on Chieftainship. (A) **CSO 5.4:** to know the stratification based on Feast of Merit. **CSO 5.5:** to explain the class formation in Naga society. (U) **CSO 5.6:** to explain the social inequalities in contemporary Naga society. (U)	12	20	

Reference Reading:

1. Bendix, R. (1974). "Inequality and Social Structure: Comparison of Marx and Weber's". *American Sociological Review*, Vol. 39, No.2 (Apr., 1974), Pp.149-161.

2. Bottomore, T. B. (1966). Classes in Modern Society. In *The Nature of Social Class and Classes in Industrial Societies*. Chapters. 2 and 3. New York: Pantheon Books. Pp. 9-75.

3. Davis Kingsley and Wilbert E Moore. Some Principles of Stratification: Critical Analysis: Repl. *American Sociological Review*, Vol.18, No.4 (Aug., 1953), Pp. 394-397.

4. Davis, Kingsley, and Wilbert E. Moore (1945). Some Principles of Stratification. In *American Sociological Review,* 10.2: Pp. 242-249.

5. Ovung, Athungo (2012). *Social Stratification in Naga Society*, Mittal Publication: New Delhi.

6. Rao, Shankar C. N. and Chand S. (2019). "Sociology: Principles of Sociology with an Introduction to Sociological Thought". Ram Nagar: New Delhi.

7. Tumin, Melvin M. (1953). Some Principles of Stratification: A Critical Analysis. In *American Sociological Review,* 18.4. Pp. 387-394.

NAME OF THE PAPER (CODE) : **POPULATION AND SOCIETY (SOM 4)**
Number of Credit : **04**
Number of Hours of Lecture : **60**

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Population and Society**:

CO 1:	To introduce the students the basic concepts, scope and importance of Demography.
CO 2:	To assist the students in analysing the different theories of population studies.
CO 3:	To help the students in explaining the different components of population change.
CO 4:	To make the students explore the trends of World and Indian population.
CO 5:	To create an understanding among the students by critically examining the dynamics of population and Family planning in India.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Demography	Meaning and Definition, Scope and Importance.	**CSO1.1:** to understand the meaning of Demography. (U) **CSO 1.2:** to define the term Demography. (K) **CSO 1.3:** to derive the term Demography. (A) **CSO 1.4:** to draw out the origin and development of demography. (K) **CSO 1.5:** to discuss on the subject matter or Scope of Demography. (U) **CSO1.6:** to discuss the importance of Urban Sociology. (U) **CSO 1.7:** to identify the different classifications and divisions of demography**. (A)**	12	20	Not to be filled-in
UNIT 2 Approaches to Population Studies	Malthusian Theory, Demographic Transition Theory and Optimum Theory.	**CSO 2.1:** to draw out the biography of Thomas Robert Malthus. (K) **CSO 2.2:** to discuss the four assumptions of Malthus principle of Population. (U) **CSO 2.3:** to elaborate on Malthusian theory. (U) **CSO 2.4:** to list out the two control checks of population. (K) **CSO 2.5:** to distinguish between Positive and Preventive checks. (A) **CSO 2.6:** to critically analyse the Malthusian theory. (A) **CSO 2.7:** to understand the meaning of Demographic transition. (U) **CSO 2.8:** to discuss the three stages of population growth. (U)	12	20	Not to be filled-in

		CSO 2.9: to analyse the four stages of Demographic Transition theory by Sax. CSO 2.10: to understand the meaning of Optimum theory of population. (U) CSO 2.11: to define Optimum population. (K) CSO 2.12: to interpret on the assumptions of Optimum theory. (U) CSO 2.13: to discuss on the optimum theory of population. (U)			
UNIT 3 Components of Population Change	Fertility, Mortality and Migration.	CSO 3.1: to define Fertility. (K) CSO 3.2: to explain nature of fertility. (U) CSO 3.3: to illustrate on the measures of fertility. (A) CSO 3.4: to understand the meaning and definition of Mortality. (U) CSO 3.5: to enumerate on the measures of Mortality. (K) CSO 3.6: to understand the meaning of Migration. (U) CSO 3.7: to define Migration. (K) CSO 3.8: to illustrate on the causes of Migration. (A) CSO 3.9: to identify the types of Migration. (A)	12	20	Not to be filled-in
UNIT 4 Population Trends and problems	Trends of world Population, Trends of Indian Population, Causes and problems of population explosion in India.	CSO 4.1: to discuss the historical background of World Population. (U) CSO 4.2: to explain on the trends of world population. (U) CSO 4.3: to illustrate on the trends of Indian population. (A) CSO 4.4: to draw out the salient features of Demographic trends in Indian population. (K) CSO 4.5: to understand the meaning of population explosion. (U) CSO 4.6: to enumerate some of the causes of population explosion in India. (K) CSO 4.7: to identify the measures to control population explosion. (A) CSO 4.8: to express the effects or problems of population explosion. (A)	12	20	Not to be filled-in

UNIT 5 Population Dynamics and Family planning in India	Population Control Programmes, Policies and Population Education.	CSO 5.1: to understand the meaning of population control. (U) CSO 5.2: to explain the important initiatives by the government to control population in India. (U) CSO 5.3: to draw out the measures to control population in India. (K) CSO 5.4: to express on National Population Policy 2000. (A) CSO 5.5: to identify the population policies in India. CSO 5.6: to understand the meaning of Population Education. (U) CSO 5.7: to define Population education. (K) CSO 5.8: to examine the scope of population education. (A) CSO 5.9: to discuss the need of population education. (U) CSO 5.10: to explain the importance of population education. (U)	12	20	Not to be filled-in

Reference Readings:

1. Bhende, Asha A. and Kanitkar, Tara (1993). *Principles of Population Studies*. Bombay, Himalaya: Publishing House.

2. Cox, Peter Richmond (1950). *Demography*. University of California Press.

3. Dukley, kirk (1996). *Demographic Transition Theory*. Population Studies.

4. Durkheim, Emile. (1982). *The Rules of Sociological Method.* (trans. W.D. Halls). New York: The Free Press, Pp. 136-137; 188, 203.

5. Dyson, Tim and Moore, Michael (1983). *On Kinship Structure: Female Autonomy and Demographic Behaviour in India*. Population and Development Review, 9(1): Pp. 35-60.

6. Malthus, Thomas Robert (1986). *An Essay on the Principle of Population*. London: William Pickering, India: In the New Millennium. New Delhi: National Book Trust, Pp. 103-127.

7. Mukherjee, Radhakamal (1934). *On the Criterion of Optimum Population*, American Journal of Sociology, 40(3): Pp. 344-348.

8. Premi, M.K. et.al. (1983). *An Introduction to Social Demography*. Delhi: Vikas Publishing House.

NAME OF THE PAPER (CODE) : SOCIOLOGY OF FOOD (SOS 4)
Number of Credit : 02
Number of Hours of Lecture : 30

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Food:**

CO 1:	To help understand the nature of food and meanings attached to different types of food
CO 2:	To classify different types of food consumed and cultures associated with eating and know methods associated with food pickling.
CO 3:	To appreciate local food culture and understand why we eat and what we eat.
CO 4:	To develop skills of understanding and explore new knowledge of food through practical work.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Sociological Nature of Food and Eating:	Sacred and Taboo Foods; Food, Sociality and Social Change.	**CSO 1.1:** to examine some fundamental writings on the cultural implications and explanation of food. (A) **CSO 1.2:** to analyse the nature of food and eating sociologically. (A) **CSO 1.3:** to identify diverse food system and the social or symbolic pattern they produce. (K) **CSO 1.4:** to identify why a food is considered to be secret and taboo in different culture. (K) **CSO 1.5:** to identify how social inequality is created and maintained through production, distribution and consumption pattern. (A)	12	15	Not to be filled-in
UNIT 2 Determinants of Food Consumption:	Types of Food: Vegetarian, Non-vegetarian, Vegan and Flexitarian, Art of food preservation.	**CSO 2.1:** to identify different types of foods. (K) **CSO 2.2:** to explore the art of food preservation in different cultures and societies through pickling, drying, smoking, freezing, frying. (A)	6	10	Not to be filled-in
UNIT 3 Local Food Cultures and Taste for Exotic.		**CSO 3.1**: to explain the complexity of food choice on individual. (U) **CSO 3.2**: to explore a relationship between food and identity. (A) **CSO 3.3**: to explore a cultural sign, significance of food in relation to social identity, such as nationality, ethnicity, class and gender. (A)	12	15	Not to be filled-in

UNIT 4 Projects		CSO 4.1: To assign student to experiment with food preservation techniques and submit the sample to the department. (A)	6	10	Not to be filled-in

Reference Readings:

1. Beardsworth, Alan and Teresa Keil (1997). *Sociology on the Menu: An invitation to the study of food and society*. Routledge: London.

2. Beck, Ulrich (1992). *Risk Society: Towards a New Modernity*, Sage Publications: New Delhi.

3. Carolan, Michael (2012). *The Sociology of Food and Agriculture. Routledge*: London

4. Food Marketing to Children and Youth (2006). Institute of Medicine, USA German.

5. John and Lauren, Williams (Eds.) (2017). *A Sociology of Food and Nutrition: The social appetite*. Oxford University Press: Australia.

6. Mc Intosh, Wm. Alex (1996). *Sociologies of Food and Nutrition*. Springer: New York.

7. Murcott, Anne (Ed.) (1983). *The Sociology of Food and Eating*. Digitised by Google.

8. Poulain, Jean-Pierrre (2017). *The Sociology of Food: Eating and the place of food in Society*, by Augusta Dorr: Bloomsbury, UK.

9. Rastogi, Sanjeev. (Ed.). (2014). *Ayurvedic Science of Food and Nutrition*. Springer: New York.

Suggested Activities: Please refer to the following books:

1. Johnston, Josee and others (2017). *Introducing Sociology: Using the Stuff of Everyday Life*. Routledge: London.

2. McKinney, Kathleen and Barbara S Heys (Eds.) (2009). *Sociology through Active Learning*. (2nd Eds.). Pine Forge Press: New Delhi.

3. Shelley, K. and others (Eds.) 2015. *Sociologists in Action on Inequalities*. Sage Publication: New Delhi.

NAME OF THE PAPER (CODE) : POLITICAL SOCIOLOGY (SOC 5.1)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Political Sociology**:

CO 1:	To make the students understand the scope and growth of political sociology and the relationship between society and polity.
CO 2:	To assist the students to get acquainted with the basic concepts in political sociology.
CO 3:	To help the students in understanding the different types of political systems and will be able to differentiate between them.
CO 4:	To make the students understand the different political processes within the political system.
CO 5:	To assist the students in examining the relation between the center and the local structures of power.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Contextualizing the study of Political Sociology	Meaning and scope, Evolution and Growth of Political Sociology and Relationship between Political system and Society.	**CSO 1.1:** to understand the meaning of Political Sociology. (U) **CSO 1.2:** to define the term Political Sociology (K) **CSO 1.3:** to discuss on the subject matter or Scope of Urban Sociology. (U) **CSO 1.4:** to draw out the evolution and growth of Political Sociology. (K) **CSO 1.5:** to discuss the importance of Political Sociology. (U) **CSO 1.6:** to illustrate on the relationship between political system and society. (A) **CSO 1.7:** to elaborate on the differences between political system and society. (U)	12	20	Not to be filled-in
UNIT 2 Basic concepts	Stateless Society and State, Citizenship and Political socialisation, Power and Authority.	**CSO2.1:** to understand the meaning of Stateless society. (U) **CSO 2.2:** to define stateless society. (K) **CSO 2.3:** to explain on the characteristics of stateless society. (U) **CSO 2.4:** to understand the meaning of state. (U) **CSO 2.5:** to define state. (K) **CSO 2.6:** to discuss the characteristics of state. (U) **CSO 2.9:** to understand the meaning of citizenship. (U)	12	20	Not to be filled-in

		CSO 2.10: to define citizenship. (K) CSO 2.11: to identify the basic grounds for getting a citizenship. (A) CSO 2.12: to understand the meaning of Political socialization. (U) CSO 2.13: to define political socialisation. (K) CSO 2.14: to discuss the agencies of political socialisation. (U) CSO 2.15: to describe the types of political socialisation. (K) CSO 2.16: to understand the meaning of power. (U) CSO 2.17: to explain on the types and sources of power. (U) CSO 2.18: to understand the meaning of authority. (U) CSO 2.19: to discuss on the types of authority. (U) CSO 2.20: to differentiate between power and authority. (A)			
UNIT 3 **Political** **Systems**	Segmentary, Totalitarian and Democratic.	CSO 3.1: to define segmentary societies. (K) CSO 3.2: to explain the different types of Segmentary society. (U) CSO 3.3: to illustrate on the principles of Segmentary society. (A) CSO 3.4: to discuss the meaning and definition of Totalitarianism. (U) CSO 3.5: to examine the characteristics of Totalitarianism. (A) CSO 3.6: to explore the history of Totalitarianism. (A) CSO 3.7: to elaborate on the meaning and definition of Democracy. (U) CSO 3.8: to describe on the features of Democracy. (K) CSO 3.9: to demonstrate the types of democracy. (A)	12	20	Not to be filled-in
UNIT 4 **Political** **processes**	Political parties, Election and Voting behaviour, Pressure Group and Interest Groups, Political development and Political Movement.	CSO 4.1: to describe the meaning and definition of Political parties. (K) CSO 4.2: to explain the meaning of Election. (U) CSO 4.3: to discuss the meaning of Voting behaviour. (U) CSO 4.4: to determine the	12	20	Not to be filled-in

		meaning of Pressure groups. (A) **CSO 4.5:** to define Pressure groups. (K) **CSO 4.6:** to describe the different types of Pressure groups. (K) **CSO 4.7:** to examine the techniques used by the pressure group. (A) **CSO 4.8:** to understand the meaning of Interest group. (U) **CSO 4.9:** to examine the purposes and the different types of interest group. (A) **CSO 4.10:** to distinguish between Pressure group and interest group. (A) **CSO 4.11:** to discuss the meaning of Political movement. (U)			
UNIT 5 Bureaucracy and Local Structure in Naga Society	GaonBura (GB's), Village Councils and Village Development Board (VDB).	**CSO 5.1:** to understand the meaning of Gaon Buras (U) **CSO 5.2:** to explain the origin of Gaon Buras. (U) **CSO 5.3:** to draw the power and functions of Gaon Buras. (K) **CSO 5.4:** to understand the meaning of Village councils. (U) **CSO 5.6:** to list out the power and duties of Village council. (K) **CSO 5.7:** to illustrate on Nagaland Village Council Act,1978. (A) **CSO 5.8:** to understand the meaning of VDB's. (U) **CSO 5.9:** to discuss the features and objectives of VDB's. (U) **CSO 5.10:** to illustrate on the grant-in-aid to VDB's.(A)	12	20	Not to be filled-in

Reference Readings:

1. Burchell, Graham et. al. (Eds.), (1991). *The Foucault Effect: Studies in Governmentality*. The University of Chicago Press. Pp.1-51.

2. 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.

3. Fortes, M. and E.E. Evans Pritchard (Eds.), (1940). *African Political Systems.* London: Oxford University Press.

4. Horam, M. (2006). *Naga polity,* B.R. Publishing Corporation, 1970 from the University of Michigan.

5. John, Sema H. (2013), *Traditional and Modern Political Institutions of the Nagas,* Mittal Publications, New Delhi.

6. Kumara, Braja Bihari (2005*), Naga Identify, Concept Publishing Company*, New Delhi, India.

7. Lukes, Steven (2005). *Power: A Radical View*. 2nd Ed. Hampshire: Palgrave. Pp. 14-44.

8. Mills, C. Wright (1956). *The Power Elite, New Edition*. OUP, Pp. 269-297.

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11. Temjensosang (2013*). Self-governing institutions of Nagas,* Akansha Publishing house, New Delhi.

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NAME OF THE PAPER (CODE) : SOCIOLOGY OF GENDER (SOC 5.2)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Gender.**

CO 1:	To create an understanding among the students, the basic concept of sex and gender from sociological perspectives.
CO 2:	To make the students aware of the difference in gender roles, the production of masculinity and femininity in society.
CO 3:	To acquaint the students with the theoretical background of feminism.
CO 4:	To aid the students in the understanding gender inequality brought by family as gendered institution, the implication of women empowerment.
CO 5:	To create an awareness among the students on how socio-cultural interpretations of gender encourage gender -based violence.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Gender Studies	Sex and Gender, Gender and Labour, Sociological Perspective on Gender.	**CSO 1.1:** to define the term Sex. (K) **CSO 1.2:** to define the term gender. (K) **CSO 1.3:** to distinguish between sex and gender. (A) **CSO 1.4:** to discuss the concept of Sex and Gender. (U) **CSO 1.5:** to define the term gender division of labour. (K) **CSO 1.6:** to discuss Kamla Bhasin categorisation of activities or work in relation to labour and gender. (U) **CSO 1.7:** to define the term sexual division of labour. (K) **CSO 1.8:** to examine gender as hierarchy. (A) **CSO 1.9:** to examine gender from functionalist approach. (A) **CSO 1.10:** to discuss conflict theory in gender. CSO 1.11: to discuss Symbolic Interaction theory in gender. (U)	12	20	Not to be filled-in
UNIT 2 Gender as a Social Construct	Gender Identity and Equity, Gender Socialisation and Role, Masculinity and Femininity.	**CSO 2.1:** to define the term gender identity. (K) **CSO 2.2:** to discuss the different types of gender identity. (U) **CSO 2.3:** to define the term gender equity. (K) **CSO 2.4:** to discuss the concept of gender equity. (U) **CSO 2.5:** to define the term gender socialisation. (K) **CSO 2.6:** identify the agents of gender socialisation. (A)	12	20	Not to be filled-in

		CSO 2.7: to define the term gender role. (K) CSO 2.9: to define the term masculinity. (K) CSO 2.10: to discuss the concept and examine the sites where masculinity is produces and reproduced. (A) CSO 2.11: to discuss Raewyn Connell view on masculinity. (U) CSO 2.12: to define the term femininity. (K) CSO 2.13: to discuss the concept of femininity. (U)			
UNIT 3 Feminist Theories	Liberal, Radical and Marxist.	CSO 3.1: to define the term liberal feminism. (K) CSO 3.2: to discuss the liberal analysis of women's oppression. (U) CSO 3.3: to examine the influence and criticism of liberal feminism. (A) CSO 3.4: to define the term radical feminism. (K) CSO 3.5: to discuss and explore the central issues of radical feminist theory. (U) CSO 3.6: to critically analyse the radical feminist theory. (A) CSO 3.7: to define the term Marxist feminism. (K) CSO 3.8: to discuss the Marxist feminist theory. CSO 3.9: to examine the Marxists Feminists perspective on Housework. (A) CSO 3.10: to discuss some common critiques of Marxists feminist theory. (U)	12	20	Not to be filled-in
UNIT 4 Gendered Institution	The Family, The Workplace, Occupation and Status.	CSO 4.1: to define the term gendered institution. (K) CSO 4.2: to examine the family as a gendered institution. (A) CSO 4.3: to discuss the role of women in the family. (U) CSO 4.4: to define the term gendered workplace. (K) CSO 4.5: to examine the workplace as a gendered institution. (A) CSO 4.6: to discuss gender inequality and gender discrimination in the workplace. (U) CSO 4.7: to define the term	12	20	Not to be filled-in

		gendered occupation. (K) **CSO 4.8:** to discuss the reasons for gender pay gap. (U) **CSO 4.9:** to explain how gendered institutions affects the occupation and status of women. (U)			
UNIT 5 Gender Related Issues	Gender Stereotypes, Gender Discrimination and Issues Concerning LGBTQ.	**CSO 5.1:** to define the term gender stereotypes. (K) **CSO 5.2:** to discuss stereotyping prevailing in Indian society. (U) **CSO 5.3:** to define the term gender discrimination. (K) **CSO 5.4:** to examine gender discrimination in various social institutions. (A) **CSO 5.5:** to discuss the forms of gender discrimination. (U) **CSO 5.6:** to explain the key terms and concepts of LGBTQ+. (U) **CSO 5.7:** to discuss the issues faced by LGBTQ people in the mainstream society. (U)	12	20	Not to be filled-in

Reference Reading:

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

2. Liz, Stantley (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.

3. Alter, Joseph (1992). *The Wrestler's Body: Identity and Ideology in North India*. California: University of California: California. Pp.163-194.

4. Walby, Sylvia (2002). Gender, Class and Stratification: Towards a new approach. In S. Jackson and S. Scott (Eds.) *Gender: A Sociological reader*. London: Routledge. Pp. 93-96.

5. Bhagwat, V. (2004). *Feminist Social Thought*. Jaipur: Rawat Publications.

6. Rege, S. (2003). *Sociology of Gender*. New Delhi: Sage Publications.

7. Channel (2011). *A Transgender Primer: An Introduction to Transgender people and some issues they face*. London: Flamingo.

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NAME OF THE PAPER (CODE) : SOCIOLOGY OF SOCIAL MOVEMENT (SOC 5.3)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Social Movement:**

CO 1:	To understand the meaning and classification of social movements.
CO 2:	To appraise and examine the movement's theories and their relevance.
CO 3:	To recognize the role of contemporary movements to present-day context.
CO 4:	To examine various Peasant movements in India.
CO 5:	To examine various Tribal movements in India.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
Unit 1 Contextualizing Social Movements	Meaning and Definition, Characteristics and Components, Typology: Revolutionary movements; Reactionary movements; Reformatory movements; Transformative movements	**CSO 1.1**: to define and explain the meaning and nature of social movement. (K) **CSO 1.2**: to explain the origin of social movement. (U) **CSO 1.3**: to explore the components and role of leadership and ideology in social movement. (A) **CSO 1.4**: to elaborate the characteristics of social movement. (U) **CSO 1.5**: to define and describe the types of social movement, namely, revolutionary movement, reactionary, movement, reformatory, movement, transformative movement. (K)	12	20	Not to be filled-in
UNIT 2 Theories of Social Movements	Deprivation Theory, Structural – Strain Theory, Resource – Mobilization Theory	**CSO 2.1**: to define deprivation theory. (K) **CSO 2.2**: to discuss the propounder Deprivation Theory. (U) **CSO 2.3**: to describe the key points and importance of Deprivation Theory. (U) **CSO 2.4**: to analyse the deprivation theory critically. (A) **CSO 2.5**: to define Structural Strain Theory. (K) **CSO 2.6**: to discuss the propounder of structural strain theory. (U) **CSO 2.7**: to deliberate on the key points and importance of Structural Strain Theory. (U) **CSO 2.8**: to analyse the Structural Strain Theory critically. (A)	12	20	Not to be filled-in

		CSO 2.9: to define Resource Mobilisation Theory. (K) CSO 2.10: to discuss the propounder of Research Mobilisation Theory. (U) CSO 2.11: to deliberate on the key points and importance of Research Mobilisation Theory. (U) CSO 2.12: to analyse Research Mobilisation Theory critically. (A)			
UNIT 3 **Contemporary** **Social** **Movements**	Women's Movement, Environment Movement, Dalit Movement	CSO 3.1: to explain the background of woman's movement. (U) CSO 3.2: to identify the important woman's movement in contemporary times in India. (K) CSO 3.3: to analyse the political – social – economic agenda of women's right movement. (A) CSO 3.4: to discuss issues taken up by the new woman's movement. (U) CSO 3.5: to identify important environmental movement in India. (K) CSO 3.6: to elaborate the emergence and growth of environmental movement. (U) CSO 3.7: to outline the objectives of environmental movement in India. (K) CSO 3.8: to assess the impact of environmental movement. (A) CSO 3.9: to examine the origin of the Dalit movement in India. (A) CSO 3.10: to identify the objectives of Dalit movement. (K) CSO 3.11: to explain the root cause of Dalit movement. (U) CSO3.12: to explain the impact of Dalit movement in India. (U)	12	20	Not to be filled-in
UNIT 4 **Peasant** **Movement**	Telangana Movement, Naxalbari Movement, New Farmers Movement	CSO 4.1: to explain the term peasant and peasant movement. (U) CSO 4.2: to identify the radical peasant movement in India. (K) CSO 4.3: to identify the key	12	20	Not to be filled-in

		factors resulting in Telangana movement. (K) **CSO 4.4:** to discuss the objectives of Telangana movement. (U) **CSO 4.5:** to examine the impact of Telangana movement. (A) **CSO 4.6:** to explain Naxalbari movement. (U) **CSO 4.7:** to identify the key factor in the emergence of Naxalbari movement. (K) **CSO 4.8:** to discuss the objectives of Naxalbari movement. (U) **CSO 4.9:** to examine the impact of Naxalbari movement. (A)			
UNIT 5 **Tribal Movement in the North East**	Bodo Movement, Tribal Movement in Tripura, Naga political Movement	**CSO 5.1:** to explain the origin of tribal movement in North-East India. (U) **CSO 5.2:** to discuss the historical background of Bodo movement IN phases. (U) **CSO 5.3:** to examine the main causes of Bodo movement. (A) **CSO 5.4:** to explore the impact of Bodo movement. (A) **CSO 5.5:** to analyse the politics of identity (A) **CSO 5.6:** to outline the origin of tribal movement in Tripura. (K) **CSO 5.7:** to examine the chief causes of the Tribal movement in Tripura. (A) **CSO 5.8:** to explore the impact of tribal movement in Tripura. (A) **CSO 5.9:** to explain the origin of Naga movement. (U) **CSO 5.10:** to discuss the historical background of Naga movement. (U) **CSO 5.11:** to examine the chief causes of Naga movement. (A) **CSO 5.12:** to explore the impact and the present situation of Naga movement. (K)	12	20	

Reference Readings:

1. Banks, J. A. (1972). *The Sociology of Social Movements*. London: Macmillan.

2. Brass, T. (1995). *New Farmers' Movements in India*. London and Portland or Frank Cass.

3. Buchler, S. M. (2000). *Social Movements in Advanced Capitalism*. Oxford: Oxford University Press.

4. Crossley, Nick (2009). *Making Sense of Social Movements.* Jaipur: Rawat Publication, Pp. 17-55.

5. David Snow, Sarah A. Soule and Hanspeter Kriesi, ed. 2008. *Blackwell Companion to Social Movements.* 'Mapping the Terrain' New York: Wiley-Blackwell. Pp. 3-16.

6. Della Porta, Donatella and Mario Diani (2006). *Social Movements: An Introduction.* Oxford: Blackwell Publishing. Pp. 1-29.

7. Dhanagare, D. N. (1983). *Peasant Movements in Indian1920-1950*. New Delhi: Oxford University Press.

8. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.

9. Menon, N. (Ed.). (1999). *Gender and Politics in India*. Delhi: Oxford University Press.

10. Mukherjee, P. N. (1977). *Social Movement and Social Change: Towards a Conceptual Clarification and Theoretical Framework*. Sociological Bulletin, Vol. 26, No. 1, Pp. 38-59.

11. Oommen, T. K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage Publications.

NAME OF THE PAPER (CODE) : SOCIOLOGY OF DEVELOPMENT (SOM 5)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Development:**

CO 1:	To make the students well aware of the concept and dimensions of development.
CO 2:	To introduce the students to the theories of development and underdevelopment from sociological perspective.
CO 3:	To create awareness among the students about the various models of development.
CO 4:	To help the students understand and discuss the impact of social structure on development.
CO 5:	To engage the students to gain an insight into the emerging issues and challenges within the development discourse.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Development Studies	Concept of Development, Economic and Social Development, Human and Sustainable Development.	**CSO 1.1:** to define the term development. (K) **CSO 1.2:** to explain the characteristics of development. (U) **CSO 1.3:** to discuss the perspectives of development. (U) **CSO 1.4:** to define the term economic development. (K) **CSO 1.5:** to discuss economic development as a dimension of development. (U) **CSO 1.6:** to define the term social development. (K) **CSO 1.7:** to determine the factors facilitating and hindering social development. (A) **CSO 1.8:** to define the term human development. (K) **CSO 1.9:** to discuss the dimensions of human development. (U) **CSO 1.10:** to define the term sustainable development. (K) **CSO1.11:** to discuss the sociological dimensions of sustainable development. (U)	12	20	Not to be filled-in
UNIT 2 Theories of development and Underdevelopment	Modernisation Theory- WW Rostow, Daniel Lerner, Dependency Theory- A.G Frank, Raul Prebisch, World System Theory- Immanuel	**CSO 2.1:** to discuss Rostow Stages of economic Growth. (U) **CSO 2.2:** to explain Daniel Lerner theory of modernisation. (U) **CSO 2.3:** to critically analyse the modernisation theory. (A) **CSO 2.4:** to write the meaning of dependency	12	20	Not to be filled-in

	Wallerstein.	theory. (K) **CSO 2.5:** to discuss A.G Frank Development of Underdevelopment Theory. (U) **CSO 2.6:** to critically evaluate Frank's theory of Development. (A) **CSO 2.7:** to discuss the Key Economic Ideas of Raul Prebisch. (U) **CSO 2.8:** to explain the central propositions of Dependency Theory. (U) **CSO 2.9:** to examine Immanuel Wallerstein world system theory. (A) **CSO 2.10:** to critically analyse the world system theory. (A)			
UNIT 3 Models of Development	Capitalist, Socialist, Gandhian.	**CSO 3.1:** to discuss the capitalist model of development. (U) **CSO 3.2:** to identify the types of capitalist mode of development. (A) **CSO 3.3:** to explain the features of the capitalist model of development. (U) **CSO 3.4:** to write the Socialist model of development. (K) **CSO 3.5:** to discuss the features of the socialist model of development. (U) **CSO 3.6:** to examine the types of Socialist Model of Development. (A) **CSO 3.7:** to discuss the Gandhian Model of Development. (U) **CSO 3.8:** to discuss the unique features of Gandhian Model of Development. (U) **CSO 3.9:** to access the need and significance of Gandhian approach to development in the present context. (A)	12	20	Not to be filled-in
UNIT 4 Social Structure and Development	Social Structure as a facilitator, Development and Socio-economic Disparities, Gender and Development.	**CSO 4.1:** to define the term social structure. (K) **CSO 4.2:** to explore state as a facilitator of development. (A) **CSO 4.3:** to discuss the constitution as an agent of Development. (U)	12	20	Not to be filled-in

		CSO 4.4: to define the term socio-economic disparities. (K) CSO 4.5: to explain the imbalances and socio-economic disparities in India. (U) CSO 4.6: to discuss how socio-economic factors affect development. (U) CSO 4.7: to define the term Gender and Development (GAD). (K) CSO 4.8: to define the term Gender Development Index (GDI). (K) CSO 4.9: to discuss the role of Women in the development discourse of India. (U)			
UNIT 5 Development Issues in India	Development Induced Displacement, Environment and Development, Responses: Grassroot Initiatives, NGOs, Governmental Aid.	CSO 5.1: to define the term displacement. (K) CSO 5.2: to understand the term Development induced displacement. (U) CSO 5.3: to discuss development as a factor of displacement in India. (U) CSO 5.4: to identify the environmental impacts of development. (A) CSO 5.5: to examine the dialectics between development and environment. (A) CSO 5.6: to define the term grassroot initiatives. (K) CSO 5.7: to discuss the role of grassroots organisations in community development. (U) CSO 5.8: to discuss the importance of NGOs in India's development process. (U) CSO 5.9: to discuss the government schemes and programmes facilitating development. (U)	12	20	Not to be filled-in

Reference Reading:

1. Arturo, Escobar (1995). *Encountering Development, the making and unmaking of the third world*, Princeton: Princeton University Press.

2. Harrison D. H. (1989). *The sociology of Modernisation and development*, London: Rutledge.

3. Amin. Samir (1979). *Unequal development*, New Delhi: Oxford University Press.

4. Preston, P. W. (1982). *The Theories of Development*, London: Rutledge Press
5. Hoselitz, B. (1996). *Sociological Aspects of Economic Growth*, New Delhi: Amerind Publishers.
6. Ian, Roxborough (1979). *Theories of Under Development*, London: Macmillan.
7. Webster, Andrew (1988). *Introduction to the Sociology and Development*. New Delhi: Macmillan India Ltd.
8. Dias, Anthony (2012). *Development and its Human Cost*, New Delhi: Rawat Publications.
9. Gupta, Ramachandra (1994). *Sociology and the Dilemma of Development*. New Delhi: Oxford University Press.

NAME OF THE PAPER (CODE) : SOCIOLOGY OF ENTREPRENEURSHIP (SOS 5)
Number of Credit : 02
Number of Hours of Lecture : 30

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Entrepreneurship**:

CO 1:	To make the students aware that sociology has a great deal to offer not only to the theoretical understanding of innovation and entrepreneurship, but also to entrepreneurship as a practical enterprise.
CO 2:	To aid the students to map the prospects, challenges and future possibilities of entrepreneurship.
CO 3:	To create an understanding among the students on the role of entrepreneurship in economic development.
CO 4:	To assist the students in understanding about the importance of women entrepreneurship towards growth and development in the contemporary world.
CO 5:	To engage the students in a case study and come up with a research project report.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Entrepreneurship	Concept of Entrepreneurship, Theoretical Foundations- Innovation and Need for Achievement Theory, Role of Entrepreneurship in Economic Development.	**CSO 1.1:** to enumerate the origin of entrepreneurship. (K) **CSO 1.2:** to explain the meaning of entrepreneurship. (U) **CSO 1.3:** to cite who an entrepreneur is. (K) **CSO 1.4:** to examine the functions of entrepreneurship. (A) **CSO 1.5:** to explain the nature and characteristic of entrepreneurship. (U) **CSO 1.6:** to examine the innovation theory of entrepreneurship. (U) **CSO 1.7:** to analyse the need for achievement theory of entrepreneurship given by David McClelland. (U) **CSO 1.8:** to examine the role of entrepreneurship in economic development. (A)	8	13	Not to be filled-in
UNIT 2 Social Entrepreneurship	Meaning and Perspectives of Social Entrepreneurship, Differences between Business and Social Entrepreneurship, Social Entrepreneurship in Practice.	**CSO 2.1:** to state the meaning of social entrepreneurship. (K) **CSO 2.2:** to explain the perspectives of social entrepreneurship. (U) **CSO 2.3:** to explain business entrepreneurship. (U) **CSO 2.4:** to examine the differences between business and social entrepreneurship. (A) **CSO 2.5:** to explore the role	8	13	Not to be filled-in

		of social entrepreneurship in business. (A) **CSO 2.6:** to describe the types of social entrepreneurship. (K) **CSO 2.7:** to explain the social practices of entrepreneurship. (U) **CSO 2.8:** to outline the key elements of entrepreneurship. (K)			
UNIT 3 **Women** **Entrepreneurship**	Women Entrepreneurship and its importance, Growth and Development, Challenges and Limitations.	**CSO 3.1:** to state the concept of women entrepreneurship. (K) **CSO 3.2:** to explain the functions of women entrepreneurship. (U) **CSO 3.3:** to explore the importance of women entrepreneurship. (A) **CSO 3.4:** to examine the growth and development of women entrepreneurship. (A) **CSO 3.5:** to describe the limitations of women entrepreneurship. (K) **CSO 3.6:** to discuss the challenges of women entrepreneurship. (U)	7	12	Not to be filled-in
UNIT 4 **Project** **Management**	Entrepreneurship Development Programmes (EDPs) and Micro and Medium Enterprises (MSMEs), Case Study on Entrepreneurship in India, Project Report: Formulation, Appraisal and Feasibility.	**CSO 4.1:** to explain the meaning of EDP. (U) **CSO 4.2:** to cite the objectives of EDP. (K) **CSO 4.3:** to examine the EDPs in India. (A) **CSO 4.4:** to explain the importance of MSME in entrepreneurship development. (U) **CSO 4.5:** to analyse a case study on entrepreneurship in India. (A) **CSO 4.6:** to identify the steps of formulating a project report. (K) **CSO 4.7:** to classify the importance of project appraisal in entrepreneurship. (U) **CSO 4.8:** to analyse the types of project feasibility in entrepreneurship. (A)	7	12	Not to be filled-in

Reference Reading:

1. Bal, Gurpeet (2013). *Sociology of Entrepreneurship in India*, New Delhi: Rawat Publications.

2. Collavo, Tanja (2002). *Foundations of Social Entrepreneurship: Theory, Practical Tools and Skills.* New York: Routledge & CRC Press.

3. Khanka, Dr. S. S. and Gupta, Dr. C. B. (2022). *Entrepreneurship and Small Business Management*, (8th Ed.) New Delhi: Sultan Chand & Sons.

4. Lali, Madhurima and Ahmad, Sultan (2021). *Fundamentals of Entrepreneurship* an Proj*ect Planning*. New Delhi: Sultan Chand & Sons.

5. Singal, Dr. R. K. (2013). *Entrepreneurship Development and Management*. New Delhi S. K. Kataria and Sons.

6. Singh, Elangbam Nizon and Das, Bidhu Kanti (2016). *Women Entrepreneurship in North East India: Issues and Challenges*, Delhi: Mittal Publications.

7. Velagapudi, Mridula (2011). *Women Entrepreneurship: 19 Case Studies of Women Entrepreneurs, Role of Women Entrepreneurship Towards more Inclusive Economic Growth*. Bangalore: Mudraik Technologies Pvt. Ltd.

VI SEMESTER

NAME OF THE PAPER (CODE) : ECONOMIC SOCIOLOGY (SOC 6.1)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Economic Sociology**:

CO 1:	To aid the students in understanding about the origin, concepts and scope of Economic Sociology.
CO 2:	To assist the students in analysing the different theoretical perspectives.
CO 3:	To help the students in explaining the systems of Production, Circulation and Consumption by looking into different societies.
CO 4:	To make the students familiarise the causes, stages and agencies of Economic Development.
CO 5:	To create an understanding among the students by examining the contemporary issues in Economic Sociology such as Globalization, E-commerce and Unemployment.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Economic Sociology	Meaning, Definition and Origin, Concepts and Scope.	**CSO 1.1:** to understand the meaning of Economic Sociology. (U) **CSO 1.2:** to define the term Economic Sociology. (K) **CSO 1.3:** to draw out the origin and development of Economic Sociology. (K) **CSO 1.4:** to identify the basic concepts in Economic Sociology. (A) **CSO 1.5:** to discuss on the subject matter or Scope of Economic Sociology. (U) **CSO 1.6:** to discuss some of the prominent economic sociologists. (U)	12	20	Not to be filled-in
UNIT 2 Theoretical Perspectives	Formalism and Substantivism, New Economic Sociology and The Gift.	**CSO 2.1:** to draw out the origin of Formalism and substantivism. (K) **CSO 2.2:** to discuss the Formalist school of thought propounded by Polanyi. (U) **CSO 2.3:** to analyse the Substantivism theory. (A) **CSO 2.4:** to identify the three forms of integration given by Polanyi. (A) **CSO 2.5:** to understand the meaning of New Economic sociology. (U) **CSO 2.6:** to draw out the emergence and growth of New Economic Sociology. (K) **CSO 2.7:** to explain the	12	20	Not to be filled-in

		contribution given by different scholars to Economic and New Economic Sociology. (U) CSO 2.8: to discuss the biography of Marcel Mauss. (U) CSO 2.9: to understand the meaning of gift. (U) CSO 2.10: to discuss the dimension of Gift giving. (U) CSO 2.11: to elaborate on the importance of the book "the gift". (U)			
UNIT 3 Systems of Production, Circulation and Consumption	Hunting and gathering, Peasant Economy and Capitalism.	CSO 3.1: to understand the meaning of Hunting and gathering. (K) CSO 3.2: to explain the characteristics of hunting and gathering societies. (U) CSO 3.3: to illustrate on the economic aspects of hunting and gathering societies. (A) CSO 3.4: to discuss on the social and political organisation of hunting and gathering societies. (U) CSO 3.5: to understand the meaning of peasant. (U) CSO 3.6: to define Peasant. (K) CSO 3.7: to differentiate between a peasant and a farmer. (A) CSO 3.8: to illustrate on the characteristics of Peasant economy. (A) CSO 3.9:to list out the different types of peasants. (K) CSO 3.10: to understand the meaning of Capitalism. (U) CSO 3.11: to examine the features of Capitalism. (A) CSO 3.12: to draw out the advantages and disadvantages of Capitalism. (K)	12	20	Not to be filled-in
UNIT 4 Economic Development	Stages, Causes and Agencies.	CSO 4.1: to understand the meaning of Economic development. (U) CSO4.2: to define Economic development. (K) CSO 4.3: to identify the types of Economic development. (A) CSO 4.4: to draw out the characteristics of Economic development. (K) CSO 4.5: to illustrate on the stages of Economic development. (A)	12	20	Not to be filled-in

		CSO 4.6: to determine the causes of Economic development. (A) CSO 4.7: to understand the meaning of Agency development. (U) CSO 4.8: to discuss the roles of agency development. (U) CSO 4.9: to list out the different agencies of development. (K)			
UNIT 5 Some contemporary issues in Economic Sociology	E-commerce, Globalisation and unemployment.	CSO 5.1: to understand the meaning of E-Commerce. (U) CSO 5.2: to illustrate on the history of E-Commerce. (A) CSO 5.3: to explain the different types of E-commerce. (U) CSO 5.4: to list out the advantages and disadvantages of E-Commerce. (K) CSO 5.5: to understand the meaning of Globalisation. (U) CSO 5.6: to define Globalisation. (K) CSO 5.7: to discuss the features of Globalisation. (U) CSO 5.8: to Indicate some of the effects of Globalisation. (K) CSO 5.9: to understand the meaning of Unemployment. (U) CSO 5.11: to define Unemployment. (K) CSO 5.12: to identify the types of Unemployment.(A)	12	20	Not to be filled-in

Reference Reading:

1. Baran, P. (1957). *The Political Economy of Growth.* NY: Monthly Review Press.
2. Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. In *American Journal of Sociology*. Vol. 91, Pp. 481–510.
3. Hoselitz, B. F. (1960). *Sociological Aspects of Economic Growth*. NY: The Free Press.
4. Mauss, M. (2006). *The Gift*. London: Routledge.
5. Mitchell, T. (1998). Fixing the Economy. In *Cultural Studies*, 12(1).
6. Nash, M. (1956). *Primitive and Peasant Economic Systems.* California: Chandler.
7. Parsons, T. and N. Smelser (2010). *Economy and Society.* London: Routledge.
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10. Sahlins, M. (1974). *Stone Age Economics*. London: Tavistock.
11. Swedberg, Richard (2003). *Principles of Economic Sociology*. Princeton: Princeton University Press.

NAME OF THE PAPER (CODE)   **: INTRODUCTION TO SOCIAL RESEARCH (SOC 6.2)**

Number of Credit   **: 04**

Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Introduction to Social Research:**

CO 1:	To Develop clear and focused research questions that address specific gaps in knowledge, demonstrating an understanding of the importance of well-defined research objectives.
CO 2:	To design robust research studies by selecting appropriate research designs, sampling methods, and data collection techniques, considering ethical implications and feasibility.
CO 3:	To understand the different types of research and identify the most suitable for the problems.
CO 4:	To demonstrate a deep understanding of various data collection methods and identify the most suitable method based on the research question, context, and objectives.
CO 5:	To master the process of thematic analysis, including the classification, coding and tabulation of data. Demonstrate the ability to interpret and report thematic findings in a clear and coherent manner.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Social Research: Introduction	Definition, Scope and Characteristics of Social Research, Types and Methods of Scientific Research, Logic and subjectivity in Social Research	**CSO 1.1:** to explain the meaning of research. (K) **CSO 1.2:** to define social research. (K) **CSO 1.3:** to explain different domain of knowledge. (U) **CSO 1.4:** to discuss the characteristics of social research (U) **CSO 1.5**: to elaborate the scope of social research. (U) **CSO 1.6**: to explore the types of scientific methods. (A) **CSO 1.7.** To examine the methods of scientific research. (A) **CSO 1.8**: to explain the elements of logical analysis. (U) **CSO 1.9**: to discuss the types of reasoning – deductive and inductive. (U)	12	20	Not to be filled-in
UNIT 2 Research Design	Research Design: Meaning and Functions, Variable and Hypothesis, Sampling Designs: Types of Sampling	**CSO 2.1:** to explain the meaning of research design. (U) **CSO 2.2**: to describe the functions of the research design. (K) **CSO 2.3:** to indicate the characteristics of good research design. (K) **CSO 2.4:** To explain the steps in research design. (U) **CSO 2.5**: to elaborate the	12	20	Not to be filled-in

		meaning of variables. (U) **CSO 2.6:** to explain the types of variables. (U) **CSO 2.7:** To define the meaning of hypothesis. (K) **CSO 2.8:** to discuss the criteria of hypothesis construction. (U) **CSO 2.9**: to examine the nature of hypothesis (A) **CSO 2.10:** to differentiate between hypothesis and theory. (U) **CSO 2.11:** To explain the types of hypothesis. (U) **CSO 2.12:** To explain the meaning of sampling. (U) **CSO 2.13:** to clarify the key terms in sampling (U) **CSO 2.14:** to elaborate the types of sampling. (U)			
UNIT 3 **Types of Research**	Exploratory and Descriptive, Experimental and Quasi-experimental, Comparative.	**CSO 3.1:** To explain exploratory type of research. (U) **CSO 3.2:** To explain the descriptive type of research. (U) **CSO 3.3:** to differentiate between exploratory and descriptive research. (U) **CSO 3.4:** To explain experimental research. (U) **CSO 3.5**: To explain Quasi-experimental research. (U) **CSO 3.6:** to differentiate between experimental and quasi experimental research. (U) **CSO 3.7:** To explain comparative research. (U)	12	20	Not to be filled-in
UNIT 4 **Tools of Data Collection**	Observation, Interview Schedule and Questionnaire, Focused Group Interview	**CSO 4.1:** To explain what is observation. (U) **CSO 4.2:** to indicate the characteristics of observation and types of observation. (K) **CSO 4.3:** to discuss the process of observation. (U) **CSO 4.4:** to indicate the problems of observation. (K) **CSO 4.5**: to examine the advantage and limitation of observation. (A) **CSO 4.6:** To explain what is questionnaire and interview schedule. (U) **CSO 4.7**: to elaborate the	12	20	Not to be filled-in

| | | form of questionnaire schedule. (U)
CSO 4.8: to identify the type of questions.
CSO 4.9: to examine the advantage and disadvantage of questionnaire. (A)
CSO 4.10: to illustrate the cover letter. (A)
CSO 4.11: to explain what is focus interview. (U)
CSO 4.12: to identify the functions of interview. (K)
CSO 4.13: to indicate the characteristics and types of interview. (K)
CSO 4.14: to illustrate the conditions for a successful interview. (A)
CSO 4.15: to recall the job of an interviewer. (K)
CSO 4.16: to estimate the difference between interviewer and respondent. (U)
CSO 4.17: TO examine the advantage and disadvantage of interview. (A) | | | |
| **UNIT 5 Data Processing and Analysis** | Quantitative and Qualitative, Coding and Tabulation, Data Consequences of Unemployment Policies and Programmes Analysis and Interpretation, Diagrammatic Representation Report Writing. | **CSO 5.1:** To explain data processing. (U)
CSO 5.2: To explain the coding of data. (U)
CSO 5.3: to explore the data distribution. (A)
CSO 5.4: to discuss the tabulation of data. (U)
CSO 5.5: to describe the stages in analysis. (K)
CSO 5.6: to illustrate the diagram representation of data. (A)
CSO 5.7: to construct report, writing/presentation of data. (A)
CSO 5.8: to explore the types of research report. (A) | 12 | 20 | Not to be filled-in |

Reference Readings:

1. Ahuja, Ram (2017). *Research Methods*. New Delhi: Rawat Publications.

2. Bernard, H. Russell (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, C.A.: Sage Publications.

3. Bryman Alan (2008). *Social Research Methods*. Oxford: Oxford University Press.

4. Blaike, Norman (2009). D*esigning Social Research: The Logic of Anticipation*. Cambridge: Polity Press.

5. Blumer, Martin (Eds.). (1977). *Sociological Research Methods: An Introduction*. London: Macmillan.

6. Kothari, C.R. (1989). *Research Methodology Methods and Techniques*. New Delhi: Wiley Esterm Ltd.

7. Krishnaswami, Ranganatham (2010). *Methodology of Research in Social Sciences*. Himalaya Publishing House.

8. Kumar, Arvind (2003). *Research Methodology in Social Research*. New Delhi: Sarup and Sons.

9. Kumar, Ranjit (2011). *Research Methodology: A Step-by-Step Guide for Beginners*. New Delhi: Sage Publications.

10. May, Tim (1997). *Social Research: Issues, Methods, and Process* (2nd Ed.). New York: Wiley.

11. Mukherjee, Partha N. (2000). *Methodology in Social Research*. New Delhi: Sage Publications.

12. Pauline V. Young (1984). *Scientific Social Surveys and Research*. Prentice-Hall of India Pvt. Ltd.

13. Sarantakos, S. (1988). *Social Research*. London: Macmillan Press Ltd.

NAME OF THE PAPER (CODE) : SOCIAL PROBLEMS IN INDIA (SOM 6.3)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Social Problems in India:**

CO 1:	To make the students aware of the significance of social problem studies and its types from sociological perspective.
CO 2:	To aid the students in understanding the concept of poverty, types, causes, consequences and examine the poverty alleviation programme.
CO 3:	To create an understanding among the students about the concept of unemployment, causes, consequences and examine the policies and programmes to tackle unemployment.
CO 4:	To make the students aware of the social deviances and help them deal effectively.
CO 5:	To assist the students in dealing with the social issues in India.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Understanding of Social Problems	Importance of the study on Social Problems, Types of Social Problems, Sociological Perspectives on Social Problems.	**CSO 1.1:** to define the term social problem. (K) **CSO 1.2:** to discuss the concept of social problems. (U) **CSO 1.3:** to discuss the importance of the study of social problems. (U) **CSO 1.4:** to examine the nature of social problems. (A) **CSO 1.5:** to identify the types of social problem. (U) **CSO 1.6:** to define the term sociological imagination. (K) **CSO 1.7:** to discuss and examine the three theoretical perspectives guide sociological thinking on social problems. i.e., functionalist, conflict and symbolic interactionist theory. (A)	12	20	Not to be filled-in
UNIT 2 Poverty	Concept and Types, Causes and Consequences of Poverty, Poverty Alleviation Programmes.	**CSO 2.1:** to define the term poverty. (K) **CSO 2.2:** to explain the concept of poverty. (U) **CSO 2.3:** to discuss Absolute poverty. (U) **CSO 2.4:** to discuss Relative poverty. (U) **CSO 2.5:** to explain and identify the causes of poverty. (A) **CSO 2.6:** to discuss the consequences of poverty. (U) **CSO 2.7:** to explore the major Poverty alleviation Programmes. (A)	12	20	Not to be filled-in
UNIT 3 Unemployment	Concept of Unemployment,	**CSO 3.1:** to define the term unemployment. (K)	12	20	Not to be

	Causes and Consequences of Unemployment, Policies and Programmes.	**CSO 3.2:** to discuss the concept of unemployment. (U) **CSO 3.3:** to explain cyclical unemployment. (U) **CSO 3.4:** to explain structural unemployment. (U) **CSO3.5:** to explain frictional unemployment. (U) **CSO 3.6:** to identify the causes of unemployment. (A) **CSO 3.7:** to discuss the consequences of unemployment. (U) **CSO 3.8:**to discuss the various policies and programmes undertaken by the government to reduce unemployment i.e., TRYSEM- Training of Rural Youth for Self-Employment, IRDP- Integrated Rural Development Programme, Start Up India Scheme, MNREGA- Mahatma Gandhi National Rural Employment Guarantee Act. (U)			filled-in
UNIT 4 Social Deviances	Crime and Juvenile Delinquency Corruption, Drug Addiction, Suicide and Nepotism Prostitution and AIDS, COVID-19	**CSO 4.1:** to define the term social deviance. (K) **CSO 4.2:** to identify the characteristics of social deviance. (A) **CSO 4.3:** to discuss the factors facilitating deviances. (U) **CSO 4.4:** to define the term crime. (K) CSO 4.5: to discuss the conception of crime. (U) **CSO 4.6:** to define the term Juvenile Delinquency. (K) **CSO 4.7:** to determine the causes of juvenile Delinquency. (A) **CSO 4.8:** to define the corruption. (K) **CSO 4.9:** to identify the types of corruption. (A) **CSO 4.9:** to define the term drug addiction. (K) **CSO 4.10:** to discuss the causes of drug addiction. (U) **CSO 4.11:** to define the term suicide. (K) **CSO 4.12:** to define the term nepotism. (K) **CSO 4.13:** to define the term prostitution. (K) **CSO 4.14:** to discuss the causes	12	20	Not to be filled-in

		of prostitution. (U) **CSO 4.15:** to define the term AIDS. (K) **CSO 4.16:** to define the term COVID-19. (K) **CSO 4.17:** to determine the social consequences of the COVID-19 pandemic. (A)			
UNIT 5 Social Institutions	Family, Marriage and Kinship.	**CSO 5.1:** to discuss and examine the role of sociologist to the study of social problem. (A) **CSO 5.2:** to identify the role of community in dealing with social issues. (A) **CSO 5.3:** to explain the importance of the state's role in addressing social issues. (U) **CSO 5.4:** to discuss the role and contribution made by the NGOs in tackling social problems. (U) **CSO 5.5:** to explore the role of students and their contributions towards their community. (A)	12	20	Not to be filled-in

Reference Reading:

1. Agarwal, Suresh (2015). *Social Problems in India*. Rajat Publications.

2. Ahuja. Ram (2014). Social Problems in India. Rawat Publications. Jaipur.

3. Bardan,P (1984). Land labour and rural Poverty, New Delhi OUP.

4. Becker. Howard. S. (1966) Social Problems a Modern Approach. John Wiley and Sons New York,

5. Gill.S.S. (1998). The Pathology of corruption. New Delhi: Harper Collin Publishers

6. Horton, Paul B. and Gerald R. Leslie (1981). The Sociology of Social Problems. Prentice-Hall

7. Hermon. Abbon. P. (1949). An Approach to Social Problems. Ginn. Boston. Stark. Rodney. (1975). Social Problems. Random House, New York.

8. Madan, G. R. (1966). Indian Social Problems: Social Disorganization and Reconstruction. Allied Publishers

9. Madam G.R. (2009). Indian Social Problems. Allied Publishers Private Limited, New Delhi.

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11. Sarkar S. (2105). Social Problems in India, New Delhi, Kalpana Publications

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NAME OF THE PAPER (CODE)   : URBAN SOCIOLOGY (SOC 6.4)
Number of Credit   : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Urban Sociology**:

CO 1:	To make the students understand the field of Urban Sociology and the basic concepts and ways of studying cities and urban life.
CO 2:	Students will be able to analyse the various perspectives in Urban sociology.
CO 3:	To aid the students to examine the Urban social problems and apply measures.
CO 4:	To inculcate and create among the students in examining the politics of urban space.eg., caste and class.
CO 5:	To help the students in identifying and discussing the urban technological growth.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	Meaning and Concept, Urbanization and The city.	**CSO 1.1:** to understand the meaning of Urban Sociology. (U) **CSO 1.2:** to define the term Urban Sociology (K) **CSO 1.3:** to draw out the origin and development of Urban Sociology. (K) **CSO 1.4:** to discuss on the subject matter or Scope of Urban Sociology. (U) **CSO 1.5:** to discuss the importance of Urban Sociology. (U) **CSO 1.6:** to identify the basic concepts in Urban Sociology. (A) **CSO 1.7:** to define the word Urbanisation. (K) **CSO 1.8:** to list out the terms and concepts of Urbanisation. (K) **CSO 1.9:** to examine the different measures of Urbanisation. (A) **CSO 1.10:** to discuss the meaning and definition of city. (U) **CSO 1.11:** to determine the emergence and evolution of cities. (A)	12	20	Not to be filled-in
UNIT 2 Perspectives in Urban Sociology	Ecological, Political Economy and City as Culture.	**CSO 2.1:** to understand the meaning of Ecology. (U) **CSO 2.2:** to define Ecology. (K) **CSO 2.3:** to discuss the principles of Ecology. (U) **CSO 2.4:** to list out the two basic concepts of Ecology.	12	20	Not to be filled-in

		(K) **CSO 2.5:** to analyse critically on the Theory given by Park and Burgess. (A) **CSO 2.6:** to elaborate on Homer Hoyt's Sector theory. (U) **CSO 2.7:** to analyse Patrick Geddes theory on Urban Ecology. (A) **CSO 2.8:** to understand the meaning of Political economy. (U) **CSO 2.9:** to explore the history and development of Political Economy. (A) **CSO 2.10:** to analyse on the theory given by David Harvey on Political Economy(A) **CSO 2.11:** to understand the meaning of culture. (U) **CSO 2.12:** to critically examine Culture Economy by Pierre Bourdieu. (A)			
UNIT 3 Urban Social Problems	Migration, Beggary and Prostitution, Crime and Delinquency.	**CSO 3.1:** to define Migration. (K) **CSO 3.2:** to explain the different types of migration. (U) **CSO 3.3:** to illustrate on the causes of migration. (A) **CSO 3.4:** to define beggary. (K) **CSO 3.5:** to examine the causes of Beggary. (A) **CSO 3.6:** to draw out the suggestion for prevention of beggary. (K) **CSO 3.7:** to define Prostitution. (K) **CSO 3.8:** to discuss the causes of prostitution. (U) **CSO 3.9:** to define Crime (K) **CSO 3.10:** to elaborate the causes of crime. (U) **CSO 3.11:** to identify the means to prevent crime. (A) **CSO 12:** to distinguish between Crime and prostitution. (A) **CSO 3.13:** to define juvenile delinquency. (K) **CSO 3.14:** to explain the causes of juvenile delinquency. (U)	12	20	Not to be filled-in
UNIT 4	Culture and Leisure,	**CSO 4.1:** to define Culture.	12	20	Not to

Politics of Urban Space	Caste and Class, Slums.	(K) **CSO 4.2:** to explain the types of culture. (U) **CSO 4.3:** to analyse the different perspectives of culture. (A) **CSO 4.4:** to list out the characteristics of culture. (K) **CSO 4.5:** to understand the meaning of leisure. (U) **CSO 4.6:** to identify the types of leisure. (A) **CSO 4.7:** to define the meaning and definition of caste system. (K) **CSO 4.8:** to explain the characteristics of caste system. (U) **CSO 4.9:** to analyse the theories of origin of caste system. (A) **CSO 4.10:** to discuss the changes in the caste system. (U) **CSO 4.11:** to define Class. (K) **CSO 4.12:** to explain the characteristics of class. (U) **CSO 4.13:** to define slums. (K) **CSO 4.14:** to illustrate on the different kinds of slums. (A)			be filled-in
UNIT 5 The Urban Technological Growth	Globalisation, Social Networks and New Technologies and Environmental Challenge.	**CSO 5.1:** to define globalisation. (K) **CSO 5.2:** to explain the characteristics of globalisation. (U) **CSO 5.3:** to draw the types of globalisation. (K) **CSO 5.4:** to distinguish between the positive and negative effects of Globalisation (A) **CSO 5.5:** to understand the meaning of social networks. (U) **CSO 5.6:** to list out the types of social networking sites. (K) **CSO 5.7:** to identify the new technologies found in the urban growth. (A) **CSO 5.8:** to understand the meaning of Environmental challenge. (U) **CSO 5.9:** to discuss the environmental issues. (U)	12	20	Not to be filled-in

		CSO 5.10: to Indicate some solutions to Environmental issues. (K)			

Reference Reading:

1. Mumford, Lewis (1961). *The City in History: its origins and transformations and its prospects.* Mariner Books: Pp 3-29, 94-118.

2. Holton, R. J. (n.d.). *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

3. Lewis, Wirth (1938). "Urbanism as a way of Life". in *American Journal of Sociology*, Vol. 44, No.1 (July), Pp. 1-24

4. Harvey, David (1985). *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City. Pp. 1-35.

5. Weber, Max (1978). *The City.* The Free Press: New York.

6. Simmel, George (1903). "Metropolis and the Mental Life". in Gary Bridge and Sophie Watson, (Eds.). *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

7. Ayyar, Varsha (2013). "Caste and Gender in a Mumbai resettlement site", *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, Pp 44-55.

8. Kamath, Lalitha and Vijayabaskar, M. (2009). "Limits and possibilities of Middle-Class Associations as Urban collective actors", Economic *& Political Weekly,* June 27, 2009. Vol. XLIV No. 26 & 27, Pp 368-376

9. Manuel, Castells (1983), "Cultural Identity, Sexual Liberation an Urban Structure: The Gay Community" in *San Francisco in City and the Grassroots*, Pp. 138-170.

10. Ouinn, James A. (1967). *Urban sociology: Indian.* Euraha Publishing House: New Delhi.

11. William, G. Flanaga (1993). *Contemporary Urban Sociology*. CUP Archive.

NAME OF THE PAPER (CODE) : TOURISM AND SOCIETY (SOM 6)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Tourism and Society:**

CO 1:	To introduce the basic concept of tourism as an industry to the student.
CO 2:	To acquaint the students with the typology of tourism.
CO 3:	To create an understanding among the students on the socio-cultural impact of tourism.
CO 4:	To assist the students in understanding about the environmental effects of tourism.
CO 5:	To engage the students in understanding the relationship between tourism and society and the emerging trends of Indian tourism.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Tourism	Concept of Tour, Tourist and Tourism, Development and Significance of Tourism in India, Push and Pull Factors in Tourist Travel.	**CSO 1.1:** to explain the meaning of tour. (U) **CSO 1.2:** to cite who is a tourist. (K) **CSO 1.3:** to define the term tourism. (K) **CSO 1.4:** to explain the concept of tourism and its components. (U) **CSO 1.5:** to state the factors influencing the growth of tourism. (K) **CSO 1.6:** to discuss the development of tourism in the world context, in general, and in India context in particular. (U) **CSO 1.7:** to analyse the significance of tourism in India. (A) **CSO 1.8:** to understand the concept of tourist travel. (U) **CSO 1.9:** to examine the push and pull factors of tourist travel. (A)	12	20	Not to be filled-in
UNIT 2 Types of Tourism	Education and Heritage, Medical, Food and Sports, Eco-tourism.	**CSO 2.1:** to identify the different types of tourism. (K) **CSO 2.2:** to explain educational tour and its significance. (U) **CSO 2.3:** to examine heritage tourism and its types. (A) **CSO 2.4:** to explore the meaning and reasons for medical tourism. (A) **CSO 2.5:** to describe food tourism. (K)	12	20	Not to be filled-in

		CSO 2.6: to explain the benefits and drawbacks of food tourism. (U) CSO 2.7: to explain sports tourism and its types. (U) CSO 2.8: to outline eco-tourism. (K) CSO 2.9: to determine the importance of eco-tourism. (A) CSO 2.10: to discuss the impact of tourism on environment. (U)			
UNIT 3 Tourism and Social Change	Socio-Cultural impact of Tourism on Society, Tourism as an agent of Social Change, Tourism and Cultural Exchange.	**CSO 3.1:** to describe cultural tourism. (K) **CSO 3.2:** to explain the social and cultural impact of tourism on society. (U) **CSO 3.3:** to explore the importance of cultural tourism (A) **CSO 3.4:** to understand the meaning of social change. (U) **CSO 3.5:** to illustrate tourism as an agent of social change. (A) **CSO 3.6:** to describe cultural exchange in tourism. (K) **CSO 3.7:** to explain the types of cultural tourism. (K) **CSO 3.8:** to explore tourism as a means of cultural exchange. (A)	12	20	Not to be filled-in
UNIT 4 Issues and Challenges of Tourism Management	Tourism and Management, Key aspects of Tourism Management, Managerial Issues in Tourism Industry.	**CSO 4.1:** to cite the concept of tourism management. (K) **CSO 4.2:** to explain the challenges of tourism management. (U) **CSO 4.3:** to examine the positive and negative effects of tourism management. (A) **CSO 4.4:** to explain the impact of globalisation on tourism. (U) **CSO 4.5:** to analyse tourism as a global issue. (A) **CSO 4.6:** to analyse the key aspects of tourism management. (A) **CSO 4.7:** to identify the	12	20	Not to be filled-in

		managerial issues in tourism industry. (K) **CSO 4.8:** to classify the management issues in hospitality industry. (U)			
UNIT 5 Emerging Trends in Indian Tourism	Rise of Culinary Tourism, Boutique Hotels and Home stay, Role of Digital Technology, Challenges of tourism in North East India.	**CSO 5.1:** to describe culinary tourism. (K) **CSO 5.2:** to explain the factors leading to the rise of culinary tourism. (U) **CSO 5.3:** to identify the impact of culinary tourism on local industries. (A) **CSO 5.4:** to interpret the meaning of boutique in hospitality industry. (U) **CSO of 5.5:** to distinguish the essentials for a boutique hotel from a hotel. (A) **CSO 5.6:** to define home stay. (K) **CSO 5.7:** to examine the importance and benefits of home stay. (A) **CSO 5.8:** to characterise the role of technology in tourism. (U) **CSO 5.9:** to describe the role of social media in tourism marketing. (K) **CSO 5.10:** to critically analyse the challenges of tourism in North East India. (A)	12	20	Not to be filled-in

Reference Readings:

1. Andrew, Holden (2005). *Tourism Studies and the Social Sciences*. London: Routledge.

2. Apostolopoulos, Y. Leivai, S. and Yiannakis, A., (Eds.). (2000). T*he Sociology of Tourism: Theoretical an Empirical Investigations*. London: Routledge.

3. Bhatia, A. K. (2003). *Tourism Development: Principals and Practices*. New Delhi: Sterling.

4. Basawaraj, Gulshetty (2016). *Sociology of Leisure and Tourism Study*. London: Lambert Publications.

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6. Krishna, K. Karma and Mohinder Chand (2000). *Development and impact of Tourism: Theory, Operation and Practice*. New Delhi: Kanishka Publishers.

7. Selvafri, M. (1989). *Tourism Industry in India*. Bombay: Himalaya Publishing House.

8. Sharma, Jitendra K. (2008). *Types of Tourism and ways of Recreation: Elements, Dimensions and Trends*. New Delhi: Kanishka Publishers.

NAME OF THE PAPER (CODE) : TECHNIQUES OF DATA COLLECTION (SOS 6)
Number of Credit : 02
Number of Hours of Lecture : 30

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper, **Techniques of Data Collection**:

CO 1:	To make the students have a nuanced understanding of research in social science.
CO 2:	To aid the students to be familiarised with the methods in qualitative and quantitative research.
CO 3:	To create an understanding among the students, the ability to analyse their data using simple statistical methods and present it in graphical form.
CO 4:	To engage the students in a project work where they will apply the skills learned in this course.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	Ontology, Epistemology, Qualitative Data, Quantitative Data.	**CSO 1.1:** to enumerate the meaning of ontology. (K) **CSO 1.2:** to discuss the different types of ontology. (U) **CSO 1.3:** to examine the components of ontology. (A) **CSO 1.4:** to discuss the importance of ontology and epistemology. (U) **CSO 1.5:** to distinguish between ontology and epistemology. (A) **CSO 1.6:** to explain the meaning of epistemology. (U) **CSO 1.7:** to describe the meaning of qualitative data. (K) **CSO 1.8:** to explain the meaning of quantitative data. (K) **CSO 1.9:** to differentiate between qualitative and quantitative data. (A) **CSO 1.10:** to explain the different types of qualitative and quantitative data. (U)	8	13	Not to be filled-in
UNIT 2 Data Collection	Observation, Interview, Questionnaire.	**CSO 2.1:** to state the meaning of data. (K) **CSO 2.2:** to explain the purpose of data collection. (U) **CSO 2.3:** to explain the different methods of data collection. (U) **CSO 2.4:** to describe the meaning of observation in research. (K)	8	13	Not to be filled-in

		CSO 2.5: to discuss the types of observation method of data collection. (U) CSO 2.6: to examine the advantages and disadvantages of observation. (A) CSO 2.7: to describe the meaning of interview. (K) CSO 2.8: to explore the different types of interview method of data collection. (A) CSO 2.9: to discuss the advantages and disadvantages of interview. (U) CSO 2.10: to describe the meaning of questionnaire. (K) CSO 2.11: to discuss the different types of questionnaire method of data collection. (U) CSO 2.12: to examine the advantages and disadvantages of questionnaire. (A)			
UNIT 3 Data Analysis	Editing, Coding and Tabulation of Data, Graphical and Diagrammatic Presentation of Data.	CSO 3.1: to state the meaning of editing, coding and tabulation of data in research. (K) CSO 3.2: to explain the importance of editing. (U) CSO 3.3: to explore the different types of coding data. (A) CSO 3.4: to examine the process of data tabulation. (A) CSO 3.5: to describe the meaning of diagrammatic and graphical data. (K) CSO 3.6: to discuss the types of graphical data. (U) CSO 3.7: to discuss the types of diagrammatic data. (U)	7	12	Not to be filled-in
UNIT 4 Project Work	Project Report	CSO 4.1: to explain the meaning of project report. (U) CSO 4.2: to cite the importance of project report. (K) CSO 4.3: Practical work and project report.	7	12	Not to be filled-in

Reference Reading:

1. Atkinson, P. & Delmont, S. (Eds.). (2011). *Sage Qualitative Research Methods*. Vol. 1 – 4. New Delhi: Sage Publications.

2. Bernard, H.R. & Gravlee, C.C. (Eds.). (2015). *Handbook of Methods in Cultural Anthropology*. London: Rowman & Littlefield.

3. Marvasti, A.B. (2004). *Qualitative Research in Sociology: An Introduction*. New Delhi: Sage Publications.

4. Robben, C.G.M & Sluka, J.A. (Eds.). (2007). *Ethnographic Fieldwork: An Anthropological Reader*. Malden, MA: Blackwell Publishing.

5. Seale, C. et al. (Eds.). (2004). *Qualitative Research Practice*. New Delhi: Sage Publications.

6. Silverman, D. (Ed.). (2012). *Qualitative Research: Theory, Method, Practice*. New Delhi: Sage Publications.

7. Russell, K Schutt (2016). *Understanding the Social World. Research Methods for 21st Century*. Sage Publications.

8. Christof, Wolf (2016). The Sage Handbook of Survey Methodology. Sage Publications.

9. Bleicher, J (1982) Hermeneutic Imagination. London: Rutledge

10. Giddens, A. (Ed.). (1970). *Positivism and Sociology. Portsmouth*, NH: Heinemann. Sabine Landau and Brian S. Everitt. 2004. A Handbook of Statistical Analyses using SPSS. http://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf.

11. James, L. Arbuckle (2014). IBM® SPSS® Amos™ 23 User's Guide http://amosdevelopment.com/download/User_Guide_23.pdf

12. Charles, Taylor. *Ontology. Source: Philosophy*, Vol. 34, No. 129 (Apr., 1959), pp. 125-141 Published by: Cambridge University Press on behalf of Royal Institute of Philosophy Stable URL: http://www.jstor.org/stable/3748730.

VII SEMESTER

NAME OF THE PAPER (CODE) : THEORETICAL PERSPECTIVES IN SOCIOLOGY (SOC 7.1)

Number of Credit : 04

Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Theoretical Perspectives in Sociology:**

CO 1:	To make the students rethink and critique the dominant ideas, social structures and knowledge put forth by capitalism and modernity.
CO 2:	To assist the students in understanding Post Structuralism and to critically examine the accepted facts and beliefs in the society.
CO 3:	To assist the students to comprehend Post Colonialism and have an understanding of how alternative representation and knowledge is important in understanding the society.
CO 4:	To create an understanding among the students about Post Modernism and have a grasp of how to extend the sociological inquiry into new domains to understand the society.
CO 5:	To make the students understand about gender from a sociological context and make them aware of how men, women and other genders are represented /unrepresented, accepted /unaccepted in the society.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objectives (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Critical Theory and Neo-Marxism	Louis Althusser: Ideology and Ideological State Apparatus, Antonio Gramsci: Hegemony Jurgen Habermas: Communicative Action, System and Life World.	**CSO 1.1:** to define Althusser's concept of Ideology and describe the three Basic Ideological Concepts of Althusser. (K) **CSO 1.2:** to discuss the relation between Ideology, State formation, Production and Relations of Reproduction (U) **CSO 1.3:** to differentiate between Repressive State Apparatuses and Ideological State Apparatuses. (U) **CSO 1.4:** to critically examine the role of Ideology and Ideological State Apparatuses in the society (A) **CSO 1.5:** to define Gramsci's concept of Hegemony. (K) **CSO 1.6:** to explain about the Superstructures –Political Society, State & Civil Society and the concept of Intellectual Class in the context of Hegemony. (U) **CSO 1.7:** to discuss the difference between Hegemony and Counter Hegemony. (U) **CSO 1.8:** to analyse the	12	20	Not to be filled-in

		relationship between cultural hegemony and society. (A) **CSO 1.9:** to identify the four kinds of social actions by individuals in society and define Habermas's concept of Communicative Action. (K) **CSO 1.10:** to discuss the idea of communicative rationality. (U) **CSO 1.11:** to explain the idea of Life World, Public Sphere and Private sphere. (U) **CSO 1.12:** to analyse the relationship between life world and communicative action. (A)			
UNIT 2 Post Structuralism	Michel Foucault: Power and Knowledge Jacques Derrida: Deconstruction Pierre Bourdieu: Habitus and Capital.	**CSO 2.1:** to define Foucault's concept of power and knowledge. (K) **CSO 2.2:** to explain the types of power according to Foucault. (U) **CSO 2.3:** to analyse the explicit link between power and knowledge in practice. (A) **CSO 2.4:** to explain Derrida's Concept of Deconstruction. (K) **CSO 2.5:** to explain Derrida's view on Binary Opposition, Phonocentrism, Logocentrism (Metaphysics of Presence) and Differences. (U) **CSO 2.6:** to apply Derrida's idea of Deconstruction as a mode of analytical inquiry. (A) **CSO 2.7:** to describe Bourdieu's key theoretical concepts of Habitus, Practice, Field, doxa and Capital. (K) **CSO 2.8:** to explain the different forms of capital-cultural, economic, social and symbolic (U) **CSO 2.9**: to examine the interrelationship between Habitus, Capital and Field. (A) **CSO 2.10:** to apply the concepts of Habitus, Capital and Field in sociological understanding of reality. (A)	12	20	Not to be filled-in
UNIT 3 Post Colonialism	Edward Said: Orientalism Homi K Bhabha: Hybridity and In-betweenness Gayatri Chakravorty	**CSO 3.1:** to define the terms Orient, Oriental, Orientalist, Orientalism and Occident. (K) **CSO 3.2:** to explain the concept of 'Other' and 'Alter Ego'(U) **CSO 3.3:** to analyse 'Orientalism' as a Discourse in	12	20	Not to be filled-in

	Spivak: Subaltern Perspectives.	understanding domination (A) **CSO 3.4:** to define Bhabha's concept of Hybridity, Hybridisation, In-betwenness, Mimicry and the Third Space. (K) **CSO 3.5:** to examine the relation between culture and hybridity. (U) **CSO 3.6:** to critically analyse the understanding of identity and culture in the context of Bhabha's Postcolonial theories. **CSO 3.7:** to define Spivak's concept of subaltern. (K) **CSO 3.8:** to discuss Spivak's critique of imperialism and colonial discourse. (U) **CSO 3.9:** to examine how Spivak's Subaltern theory can help analyse the representation of the subalterns in the society. (A)			
UNIT 4 Post Modernism	Jean Francois Lyotard: Postmodernism and Metanarratives Zygmunt Bauman: Liquid Modernity Manuel Castells: Globalisation.	**CSO 4.1:** to define Lyotard's notion of postmodernity, metanarratives and narratives. (K) **CSO 4.2:** to explain the meaning and types of Metanarratives. (U) **CSO 4.3:** to examine the relation between Postmodernism, Metanarratives and Narratives. (A) **CSO 4.4:** to define Bauman's concept of 'heavy and Solid' and light and liquid Modernity. (K) **CSO 4.5:** to explain the theoretical framework of Liquid Modernity and its associated themes- Duality of Modernity, Global and Local, Space and Time and Individuality. (U) **CSO 4.6:** to examine the changes and ambiguities in a globalised and consumerised modern society. (A) **CSO 4.7**: to describe Castells's notion of Globalisation Network Society and Communication. (K) **CSO 4.8:** to explain the relation between globalisation and communication technologies (U) **CSO 4.9:** to critically analyse the advancement of Information	12	20	Not to be filled-in

		Age in relation to new global forms of exclusion/inclusion, fragmentation and integration. (A)			
UNIT 5 Gender Theories	Simone De Beauvoir: The Second Sex Judith Butler: Queer Theory R. W. Connell: Hegemonic Masculinities.	**CSO 5.1:** to describe how women has been defined as the Other, the Object (K) **CSO 5.2:** to explain the "making of a woman", to understand the relation between a woman's identity and her economic value and to discuss the obstructions faced by women to liberate themselves. (U) **CSO 5.3:** to analyse how the imbalanced gender roles is a social construct. (A) **CSO 5.4:** to describe Butler's notion of gender, sexuality and gender performativity. (K) **CSO 5.5:** to discuss whether gender is constructed or performed and the binary social understanding of masculinity and femininity. (U) **CSO 5.6:** to examine how Queer can be explained through Butler's concept of 'gender performativity'. (A) **CSO 5.7:** to define the concept of masculinity- its origin, formulation and application and describe its linkage with patriarchy, violence and sexuality. (K) **CSO 5.8:** to explain the forms of masculinities and emphasised femininity according to Connell and its associations with different positions of power and gender relations. (U) **CSO 5.9:** to assess the contemporary social issues in the context of the politics of hegemonic masculinity. (A)	12	20	Not to be filled-in

Reference Readings:

1. Althusser, Louis (2014). *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*. Verso.

2. Bauman, Zygmunt (2000). *Liquid Modernity*. United Kingdom: Polity.

3. Beauvoir, S. de. (2015). *The Second Sex*. London: Vintage Classics.

4. Bhabha, Homi K. (2004). *The Location of Culture*. United Kingdom: Routledge.

5. Bottomore, T. B. (2002). *The Frankfurt School and Its Critics*. London: Routledge.

6. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge.

7. Butler, Judith (2016). *Gender Trouble*. India: Routledge Classics.

8. Butler, Judith (2004). *Bodies that Matter: On the Discursive Limits of Sex*. India: Routledge Classics.

9. Castells, Manuel (2009). *The Rise of the Network Society: The Information Age: Economy, Society, and Culture Volume I: 01 (Information Age Series)*. United Kingdom: Wiley-Blackwell.

10. Castells, Manuel (2014). *Communication Power*. India: Oxford University Press.

11. Collins, Randall (1997). *Sociological Theory*. Jaipur/New Delhi: Rawat.

12. Connell, R.W. (2005). *Masculinities*. USA: University of California Press

13. Craib, Lan (1992). *Modern Social Theory: From Parsons to Habermas (II edition)*. London: Harvester Press.

14. Foucault, Michel (1980). *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Vintage.

15. Gramsci, Anthonio (2014). *Hegemony and Revolution: Antonio Gramsci's Political and Cultural Theory*. India: Echo Point Books & Media.

16. Habermas, J. (1985) (Reprint Edition). *The Theory of Communicative Action: Volume 1: Reason and the Rationalization of Society*. Boston: Beacon Press.

17. Habermas, J. (1988). *The Theory of Communicative Action: Volume 2: Life world and Systems, a Critique of Functionalist Reason*. Polity Press.

18. Julian, Wolfreys (1998). *Deconstruction Derrida*. India: Palgrave.

19. Lash, Scott (1990). *Sociology of Postmodernism*. London: Rutledge.

20. Lyotard, Jean-Francois. (1984). *The Postmodern Condition: A Report on Knowledge*. United Kingdom: Manchester University Press.

21. Mills, Sara. 2003. *Michel Foucault*. London: Routledge.

22. Morris, Rosalind (ed). (2010). *Can the Subaltern Speak? Reflections on the History of an Idea*. Columbia University Press.

23. Ritzer, George. 1992. *Sociological Theory*. New York: McGraw-Hill.

24. Said, Edward. W. (1979). *Orientalism*. Vintage.

25. Sturrock, John (ed.). (1979). *Structuralism and since: From Levi Strauss to Derrida*. Oxford: Oxford.

26. Turner, Jonathan H. (1995). (4th edition). *The Structure of Sociological Theory*. Jaipur and New Delhi: Rawat.

27. Wallace, Ruth and Alison, Wolf (1963). *Contemporary Sociological Theory*. Englewood Cliffs: Prentice Hall Inc.

28. Zeitlin, Irving M. (1998) (Indian edition). *Rethinking Sociology: A Critique of Contemporary Theory*. Jaipur and New Delhi: Rawat.

NAME OF THE PAPER (CODE) : DIASPORAS STUDIES (SOC 7.2)
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Diasporas Studies**:

CO 1:	To make the students aware of the diaspora studies and basic concepts related to diaspora.
CO 2:	To aid the students in understanding the multifaceted nature of diaspora studies, and ethical considerations in the exploration of various dimensions within the field.
CO 3:	To create an understanding among the students about the theoretical underpinned and practical implications on diasporas, fostering critical thinking, nuanced analysis, and a deeper understanding of the complexities.
CO 4:	To inculcate and create interest among the students in understanding the Indian diaspora through specific case studies, fostering critical analysis, comparative perspectives within the context of diaspora studies.
CO 5:	To assist the students in understanding of contemporary perspectives within diaspora studies, encouraging critical analysis, policy evaluation, and examining the role of media, technology and policy frameworks in shaping diasporic experiences.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction: Meaning and Concept	Meaning and Concept, Scope, Significance.	**CSO 1.1:** to define the term diasporas. (K) **CSO 1.2:** to understand the meaning of diasporas studies. (K) **CSO 1.3:** to explain different terminology associated with diasporas studies. (K) **CSO 1.4:** to understand the scope of diaspora studies. (U) **CSO 1.5:** to analyse diasporas and know the significance of diasporas. (A) **CSO 1.6:** to apply the concept of diasporas in the comparative study of other societies. (A	12	20	Not to be filled-in
UNIT 2 Dimension of Diaspora Studies	Historical Dimensions, Sociological Dimensions, Literary and Cultural Dimensions.	**CSO2.1:** to understand the historical developments and origins of various diasporas. (K) **CSO 2.3:** to analyse and interpret historical narratives in shaping cultural, economic, and political landscapes of diasporas communities. (U) **CSO 2.4:** to apply historical frameworks to critically assess and explain the complexities of diasporic experiences. (A) **CSO 2.5:** to describe social	12	20	Not to be filled-in

		structures, identity formation, assimilation from sociological dimension. (K) CSO 2.6: to evaluate sociological patterns within diasporic communities. (U) CSO 2.8: to apply sociological perspectives and to propose solutions for challenges diasporic communities face in various social contexts. (A)			
UNIT 3 Theorizing Diaspora/ homeland/ motherland	Home and Abroad in the New Millennium, Creating New Homes and Communities, Relating to the Old and the New Homeland.	CSO3.1: to demonstrate a comprehensive understanding of the historical and contemporary factors influencing diasporas and their impact on the concepts of home and community. (K) CSO 3.2: to analyse the socio-cultural, economic, and political dynamics that shapes the experiences of individuals in diasporic communities, both in their old and new homelands. (A) CSO 3.3: to understand the challenges and opportunities faced by diasporic communities in creating and sustaining new homes in foreign lands while maintaining connections with their old homeland. (U) CSO 3.4: to analyse the role of policies in the old and new homelands in influencing the experiences of diasporic communities. (A) CSO 3.5: to address the challenges faced by diasporic communities in creating and sustaining new homes, considering both local and global contexts. (A)	12	20	Not to be filled-in
UNIT 4 Case studies of the Indian Diaspora	The Caribbean: Trinidad and Tobago, Political: Fiji, The United Kingdom and Middle East.	CSO 4.1: to understand socio-political aspects of the Caribbean diaspora, focusing on Trinidad and Tobago. (K) CSO 4.2: to examine the intersections of ethnicity, religion, and language. (U) CSO 4.3: to assess the role of Trinidad and Tobago in shaping and sustaining its diasporic connections. (A)	12	20	Not to be filled-in

		CSO 4.4: to understand of the political dimensions of diasporas, specifically in the context of Fiji, exploring historical and contemporary political implications of migration. (K) **CSO 4.5:** to evaluate the influence of diaspora communities on the political landscape of Fiji. (U) **CSO 4.6:** to analyse diaspora engagement in political processes, emphasizing the role of Fiji in the broader diasporic discourse. (A) **CSO 4.7:** to assess the impact of Indian diasporas on global economies, diplomacy, and cultural exchange. (A)			
UNIT 5 Current Perspective	Brain Gain/Drain, Brain Circulation, Reverse/Return Migration, Role of Media and Technology in Connecting Diasporas, The Diasporic Indians: Policy Issues.	**CSO 5.1:** to define the term Brain Drain. (K) **CSO 5.2:** to understand the concepts of Brain Gain. (U) **CSO 5.3:** to explain Brain Circulation. (U) **CSO 5.5:** to understand Reverse/Return Migration in the context of diasporas. (U) **CSO 5.6:** tounderstand the role of media and technology in connecting diasporas. (U) **CSO 5.7:** to understand the factors contributing to Brain Gain, Brain Drain, and Brain Circulation (U) **CSO 5.8:** to evaluate the complexities of Reverse/Return Migration. (A) **CSO 5.9:** to critically assess the role of media and technology in fostering connections among diasporas. (A) **CSO 5.10:** to examine the dynamics of Reverse/Return Migration. (A) **CSO 5.11:** to develop policy recommendations for addressing the challenges and opportunities associated with Diasporic Indians. (A) **CSO 5.12:** to understand various policies taken by Government of India. (K)	12	20	Not to be filled-in

Essential Readings:

1. Bhat, C. K. & Laxminarayan (2010). 'Indian Diaspora, Globalization and Transnational Networks: The South African Context,' in Singh, Anand, Ravindra K. Jain and Shobhita Jain (eds.), *Adversity to Advantage: The Saga of People of Indian Origin in South Africa*, Pp. 13–23. Delhi: KRE Publishers.

2. Brij V. Lal (2003). (eds) *Encyclopedia of the Indian Diaspora*, Oxford University Press, New Delhi.

3. Kadekar& Bhat (2009). *The Indian Diaspora*. Jaipur: Rawat Publication.

4. Irudaya, R. (2011). *Dynamics of Indian migration*. N.Y: Routledge.

5. Jayaram, N. (2004). *The Indian Diaspora: Dynamics of migration,* Sage publications, New Delhi.

6. Jayaram, N. (2012). *Diversities in the Indian Diaspora*. Delhi: Oxford University Press.

7. Lal, V. (2008). *The Other Indians: A political and cultural history of South Asians in America,* Harper Collins Publishers India, New Delhi.

8. Lall, M. (2001). *India's Missed Opportunity: India's Relationship with the Non-Resident Indians*, Ashgate Publishing Limited, England.

9. Cohen, R. (2010). *Global Diasporas: An Introduction*, Routledge, New York.

10. Brown, J. M. (2007). *Global South Asians: Introducing the Modern Diaspora,* Cambridge University Press, New Delhi.

11. Jain, R. K. (2010). *Nation, Diaspora, Trans-nation: Reflections from India,* Routledge, New Delhi.

12. Oonk, Gijsbert (Ed.). (2008). *Global Indian Diasporas: Exploring the Trajectories of Migration and Theory*, pp. 89-118 Amsterdam: Amsterdam University Press.

13. Sahoo, Ajaya Kumar and Brij Maharaj (Eds.). (2007). *Sociology of Diaspora: A Reader: Volume I & II,* Rawat Publications, Jaipur.

14. Sahoo and Kadekar (2012). *Global Indian Diaspora. History, Culture & Identity*. Jaipur: Rawat Publication.

Name of the Paper (Code)   : **RESEARCH METHODOLOGY**

Number of Credit   : **04**
Number of Hours of Lecture   : **60**

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Research Methodology**:

CO 1:	To make the students articulate a comprehensive understanding of prominent social thinkers and their approaches that can apply to various social researches.
CO 2:	To aid the students in the understanding of scientific study of social phenomena and help them to learn the ethical issues in Social Research
CO 3:	To create an understanding among the students, the quantitative research methods and how to apply into research.
CO 4:	To help the students in understanding the various types of qualitative research methods.
CO 5:	To assist the students in writing research report.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Approaches to Social Reality	Positivism: Comte and Durkheim, Phenomenology: Alferd Schultz, Peter Bergerand Luckmann, Ethnomethodology: Garfinkel and Goffman.	**CSO 1.1:** to define the term Positivism. (K) **CSO 1.2:** to understand Comte's Positivism and its approach. (U) **CSO 1.3:** to apply Comte's Positivism approach to scientific research. (A) **CSO 1.4:** to understand Durkheim's Positivism and its approach. (U) **CSO 1.5:** to apply Durkheim's Positivism approach to scientific research. (A) **CSO 1.6:** to define the term Phenomenology. (K) **CSO 1.7:** to explain Alferd Schultz Phenomenology and its approach. (U) **CSO 1.8:** to apply Alferd Schultz Phenomenology approach to research. (A) **CSO 1.9:** to explain Peter Berger Phenomenology and its approach. (U) **CSO 1.10:** to apply Peter Berger Phenomenology approach to research. (A) **CSO 1.11:** to explain Luckmann's Phenomenology and its approach. (U) **CSO 1.12:** to apply Luckmann's Phenomenology approach to research. (A) **CSO 1.13:** to define the term Ethnomethodology. (K) **CSO 1.14:** to explain Garfinkel's Ethnomethodology and its approach. (U)	12	20	

		CSO 1.15: to apply Garfinkel's Ethnomethodology approach to research. (A) CSO 1.16: to understand Goffman's Ethnomethodology and its approach. (U) CSO 1.17: to apply Goffman's Ethnomethodology approach to research. (A)			
UNIT 2 Scientific Study of Social Phenomena	Problems of Subjectivity and Objectivity, Reliability and validity in social research, Ethical Issues in Social Research.	CSO 2.1: to define the term Subjectivity. (K) CSO 2.2: to analyse the problems of Subjectivity in research. (A) CSO 2.3: to define the term Objectivity. (K) CSO 2.4: to analyse the problems of Objectivity in research. (A) CSO 2.5: to define the term Reliability in social research. (A) CSO 2.6: to understand the Reliability test in social research. (U) CSO 2.7 to apply the Reliability test in social research(A) CSO 2.8: to define the term validity. (K) CSO 2.9: to understand validity in social research. (U) CSO 2.10: to understand the ethical issues in social research. (U)	12	20	
UNIT 3 Quantitative Research Methods	Measurements and Scaling. Social Survey and its Limitations, Methods of Data Collection: Structured Interviews, Structured Observation.	CSO 3.1: to define the term Measurement in social research. (K) CSO 3.2: to understand the measurement scale and its various types. (U) CSO 3.3: to apply the various level of measurement scale in social research. (A) CSO 3.4: to define the term Scaling in research. (K) CSO 3.5: to understand the various types of scaling techniques. (U) CSO 3.6: to apply scaling techniques in social research. (A) CSO 3.7: to define the term Social Survey. (K) CSO 3.8: to explain Social Survey method and its types. (U) CSO 3.9: to understand the limitations of Social Survey. (U)	12	20	

		CSO 3.10: to define Structured Interview. (K) CSO 3.11: to explain Structured Interview. (U) CSO 3.12: to apply Structured Interview in research. (A) CSO 3.13: to define Structured Observation. (K) CSO 3.14: to apply Structured Observation in research. (A)			
UNIT 4 Qualitative Research Methods	Ethnography and Participant Observation, Case Study and Content Analysis, Oral History – Narratives.	**CSO 4.1:** to define the term Ethnography. (K) **CSO 4.2:** to understand Ethnography method. (U) **CSO 4.3:** to apply Ethnography method to social research. (A) **CSO 4.4:** to define Participant Observation. (K) **CSO 4.5:** to explain Participation Observation method. (U) **CSO 4.6:** to apply Participation Observation to social research. (A) **CSO 4.7:** to define Case Study. (K) **CSO 4.8:** to explain Case Study. (U) **CSO 4.9:** to apply the Case Study in research. (A) **CSO 4.10:** to understand the concept of Content Analysis. (U) **CSO 4.11:** to apply Content Analysis to social research. (A) **CSO 4.12:** to define Oral History Narratives. (K) **CSO 4.13:** to analyse the Oral History Narratives. (A)	12	20	
UNIT 5 Writing Research Report	Texts, Tables, and Graphs as Techniques of Communicating Data, Types and Steps in Report Writing, Layout of a Research Report.	**CSO 5.1:** to construct Tables as techniques of communicating data. (A) **CSO 5.2:** to analyse Graphs as techniques of communication data. (A) **CSO 5.3:** to describe the types of report writing. (K) **CSO 5.4:** to apply the various types in report writing. (A) **CSO 5.5:** to explain the various steps of report writing. (U) **CSO 5.6:** to understand the Layout of a research report. (U) **CSO 5.7:** to apply Layout of a research report. (A)	12	20	

Reference Readings:

1. Babbie, E. R. (2010). *The Practice of Social Research* (12th Ed.). USA: Wadsworth: Cengage Learning.

2. Black, J.A. and Champion, D. J. (1976). *Methods and Issues in Social Research*. New York: John Wiley.

3. Blalock, H. (1960). *Social Statistics*. New York: McGraw Hill.

4. Bose, P. K., (1995). *Research Methodology*. New Delhi; ICSSR.

5. Cicourel, A.V. (1964). *Method and Measurement in Sociology*. Glencoe: Free Press.

6. Colin, R. (2000). *Real World Research*. Oxford: Blackwell.

7. Creswell, J. R. (1994). *Research Design: Qualitative & Quantitative Approaches*. New Delhi: Sage Publications.

8. Dooley, D. (2007). *Social Research Methods* (4th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

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

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

11. Geertz, C. (1973). *Interpretation of Cultures*. New York: Basic Books.

12. Goldthorpe, J. H. (2000). *On Sociology: Numbers, Narratives and the Integration of Research and Theory*. Oxford: Oxford University Press.

13. Goode, W. J. and Hatt. P. K (1987). *Methods in Social Research*. New York: Mc Graw Hill.

14. Guthire, G. (2010). *Basic Research Methods: An Entry to Social Science research*. New Delhi: Sage.

15. Hughes, J. (1987). *The Philosophy of Social Research*. London: Orient Longman.

16. Mukherjee, P. N. (2000). *Methodology in Social Research: Dilemmas and Perspectives*. New Delhi: Sage Publication.

NAME OF THE PAPER (CODE)   **: SCIENCE, TECHNOLOGY AND SOCIETY (SOM 7)**
Number of Credit   **: 04**
Number of Hours of Lecture   **: 60**

COURSE OBJECTIVES (COs)
The following are the Course Objectives (COs) for the paper **Science, Technology and Society:**

CO 1:	To make the students understand what is science and technology, know the differences and understand it from the sociological perspective.
CO 2:	To aid the students in understanding the relation between sociology, Science and Technology.
CO 3:	To create an understanding among the students about the technological change and its impact in politics.
CO 4:	To inculcate and create interest among students in understanding of e-governance and its challenges.
CO 5:	To assist the students in understanding cyber-crime and other negative impact of science and technology.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Conceptual Understanding of Science and Technology	Meaning of Science and Technology, Relation and Difference, Scope.	**CSO 1.1:** to define science and technology. (K) **CSO 1.2:** to explain the relationship and differences between science and technology. (U) **CSO 1.3:** to understand the scope of science and technology. (K) CSO 1.4: to apply scientific principles to analyse real-world problems and propose evidence-based solutions. (A) **CSO 1.5:** to understand the impact of science and technology on contemporary global challenges. (U) **CSO 1.6:** to utilize technological tools and methods to address practical challenges in various fields. (A)	12	20	
UNIT 2 Relation between Sociology and Science	The Sociology of Scientific Knowledge, Historians of Science-Sociology of Science (Karl Manheim-Robert K. Merton), Social Function of Science- (Joseph Bernal).	**CSO 2.1:** to understand the sociology of scientific knowledge. (K) **CSO 2.2:** to explain science and technology from sociological dimensions. (U) **CSO 2.3:** to explain the contributions of prominent figures in the Historians of Science-Sociology of Science (Karl Manheim and	12	20	

		Robert K. Merton). (K) **CSO 2.4:** to describe the social function of Science as articulated by Joseph Bernal. (K) **CSO 2.5:** to evaluate the interconnectedness between science, technology and sociology. (U) **CSO 2.6:** to assess the implications of Joseph Bernal's perspective on the social function of science (A) **CSO 2.7:** to apply sociological theories and methods to examine case studies illustrating the Sociology of Scientific Knowledge. (A) **CSO 2.8:** to explain contemporary scientific developments and technological innovations from sociological dimension. (U) **CSO 2.9:** to propose and discuss practical strategies for enhancing the positive social functions of science. (A)			
UNIT 3 Technological Change and Impact on Society	Technological Change and Impact on Social Structures, Interplay of Technology, Polity, and Power Structures, Role of Social Media.	**CSO 3.1:** to understand the social structures influenced by technological advancements. (K) **CSO 3.2:** to analyse and interpret the impact of technological change. (A) **CSO 3.3:** to evaluate and propose solutions to social challenges arising from technological disruptions, fostering adaptability and resilience in social structures. (U) **CSO 3.4:** to explain the dynamic interactions between technology, political systems, and power structures. (K) **CSO 3.5:** to understand how technological advancements influenced the political ideologies and governance. (K) **CSO 3.6:** to critically	12	20	

		analyse the ethical and societal implications of the interplay between technology, polity and power structure. (A) **CSO 3.7:** to explain the role of social media in shaping public opinion by the influencing political processes. (U)			
UNIT 4 E-Governance and Society	Transparency and Accountability, E-Governance and Social Impact, Digital Divide.	**CSO 4.1:** to define e-governance. (K) **CSO 4.2** to define transparency and accountability. (K) **CSO 4.3:** to understand the role of information disclosure, open data, and ethical considerations in promoting transparency and accountability. (U) **CSO 4.4:** to understand the mechanisms and tools employed in e-governance systems to ensure transparency and accountability. (U) **CSO 4.5:** to evaluate existing e-governance systems for their transparency and accountability features. (A) **CSO 4.6:** to apply their knowledge to propose strategies and technologies that enhances transparency and accountability in different government processes. (A) **CSO 4.7:** to understand the diverse ways in which e-governance initiatives has impact on the society. (K) **CSO 4.8:** to understand of the socio-economic implications of e-governance. (U) **CSO 4.9:** to analyse the role of technology in shaping government-citizen relationships. (A) **CSO 4.10:** to grasp the digital divide concept. (K) **CSO 4.11:** to understand the disparities in accessing and using information and	12	20	

		communication technologies. (U) **CSO 4.12:** to critically assess the consequences of unequal access to technology on communities. (A) **CSO 4.13:** to develop strategies to bridge the digital divide, proposing inclusive e-governance policies and initiatives. (A)			
UNIT 5 Cyber Security	Cyber Crime, Issues of Privacy, Ethical Issues	**CSO 5.1:** to define Cyber Crime. (K) **CSO 5.2:** to understand the various types of cybercrimes. (U) **CSO 5.3:** to understand the evolving nature of cyber threats. (K) **CSO 5.4:** to explain the impact of cybercrime on individuals, organizations, and society. (U) **CSO 5.5:** to apply their knowledge to assess vulnerabilities in digital systems. (A) **CSO 5.6:** to understand the privacy laws and regulations. (K) **CSO 5.7:** to understand the challenges posed by emerging technologies. (U) **CSO 5.8:** to apply privacy-by-design principles to develop secure systems that prioritises protecting user information. (A) **CSO 5.10:** to understand the ethical responsibilities associated with using cyber security tools and techniques. (K) **CSO 5.11:** to understand social and cultural dimensions of ethical issues in cyber security. (U) **CSO 5.12:** to apply ethical decision-making frameworks to analyse and resolve real-world ethical challenges in cyber security. (A)	12	20	

Reference Readings:

1. Bernal, J. D. (1939). The social function of science. New York, Macmillan.

2. Bloor, D. (1976). *Knowledge and Social Imagery*, second edition, London: Routledge and Kegan Paul.

3. Chant, Colin & Besse, R. (1989). *Science, Technology and Everyday Life, 1870-1950*. London: Routledge.

4. Darch, C. and Underwood, P. (2010). *Transparency and Accountability in Science and Politics: The Awareness Principle*. Palgrave Macmillan.

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12. Trevor J. Pinch and Wiebe E. Bijker. 1984. *The Social Construction of Facts and Artefacts: or How the Sociology of Science and the Sociology of Technology Might Benefit Each Other*. *Social Studies of Science* 14 (3) Pp. 399-441.

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14. Taylor, R. W., Fritsch, E. J., & Liederbach, J. (2018). Digital Crime and Digital Terrorism (4th ed.). Pearson.

15. Zilzel, E. (1942). The Sociological Roots of Science. *American Journal of Sociology* 47: 544–62. Republished in *Social Studies of Science* 30/6, December (2000). Pp. 935–49.

NAME OF THE PAPER (CODE) : INDUSTRIAL SOCIOLOGY SOM 8
Number of Credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Numerical Methods**:

CO 1:	To make the students aware of Industrial Sociology, its meaning, nature, scope, historical development and approaches.
CO 2:	To aid the students in understanding of various social industrial theories.
CO 3:	To create an understanding among the students of Industrial Organization and its types, structures and features and pre-requisites of industrial organizations.
CO 4:	To inculcate and create interest among students in understanding the industrial management and worker's participation.
CO 5:	To assist the students in understanding the labour welfare.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction to Industrial Sociology	Meaning, nature and scope, historical development of Industrial sociology, approaches to the study of industry.	**CSO 1.1:** to define the term industrial sociology. (K) **CSO 1.2:** to discuss the meaning, nature and scope of industrial sociology. (U) **CSO 1.3:** to examine industrial sociology in detail. (A) **CSO 1.4:** to describe the historical development of industrial sociology. (K) **CSO 1.5:** to define the approaches to the study of industry. (K) **CSO 1.6:** to explain the sociological, economic and psychological approaches to the study of industry. (U) **CSO 1.7:** to explore in detail the various approaches to the study of industry. (A)	12	20	
UNIT 2 Social Industrial Theories	Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo.	**CSO 2.1:** to define Adam Smith's theory of industry. (K) **CSO 2.2:** to explain in detail Smith's theory of industry. (U) **CSO 2.3:** to examine critically Smith's theory of industry. (A) **CSO 2.4:** to define Marx and Weber's theory of industry. (K) **CSO 2.5:** to discuss in detail the theory of Marx and Weber. (U) **CSO 2.6:** to examine critically Marx and Weber's theory of industry. (A) **CSO 2.7:** to define Durkheim	12	20	

		and Mayo's theory of industry. (K) **CSO 2.8:** to discuss in detail the theory of Durkheim and Mayo. (U) **CSO 2.9:** to examine critically the theory of Durkheim and Mayo of industry. (A)			
UNIT 3 **Industrial Organization**	Formal and Informal organization, Structure and features, Pre-requisites of industrial organization.	**CSO 3.1:** to define formal and informal organization. (K) **CSO 3.2:** to compare and contrast between formal and informal organization. (U) **CSO 3.3:** to examine critically formal and informal organization. (A) **CSO 3.4:** to describe the structures and features of formal and informal organization. (K) **CSO 3.5:** to illustrate the structures and features of industrial organization. (A) **CSO 3.6:** to describe the pre-requisites of industrial organization. (K) **CSO 3.7:** to examine critically the pre-requisites of industrial organization. (A)	12	20	
UNIT 4 **Industrial Management and Worker's Participation**	Management structure line and staff organization, white collar workers, blue collar workers and specialists, worker's participation in management, industrial relations, industrial disputes/conflicts in India.	**CSO 4.1:** to define management structure line and staff organization, white collar workers, blue collar workers and specialist. (K) **CSO 4.2:** to explain management structure line and staff organization, white collar workers, blue collar workers and specialist. (U) **CSO 4.3:** to illustrate management structure line and staff organization, white collar workers, blue collar workers and specialist. (A) **CSO 4.4:** to define worker's participation in management. (K) **CSO 4.5:** to explain the objectives, industrial democracy and levels of worker's participation in management. (U) **CSO 4.6:** to illustrate worker's participation in management. (A) **CSO 4.7:** to describe industrial	12	20	

		relations and industrial disputes in India (K) **CSO 4.8:** to discuss in detail industrial relations and disputes in India. (U) **CSO 4.9:** to examine critically industrial relations and disputes in India. (A)			
UNIT 5 **Labour** **Welfare**	Trade union functions and role in industrial organization, International labour organization and labour legislation, Governmental measures for industrial labourers.	**CSO 5.1:** to define trade union. (K) **CSO 5.2:** to explain the roles and functions of trade unions in industrial organization. (U) **CSO 5.3:** to examine critically trade union and its role in industrial organization. (A) **CSO 5.4:** to define International labour organization. (K) **CSO 5.5:** to discuss labour legislations in detail. (U) **CSO 5.6:** to examine critically the International labour organization and labour legislations. (A) **CSO 5.7:** to describe measures taken by the government for industrial labourers. (K) **CSO 5.8:** to discuss in detail the various government measures for industrial labourers. (U) **CSO 5.9:** to examine critically the various government measures for industrial labourers. (A)	12	20	

Reference Readings:

1. Charles, A. M, and Kannappan, S. (1958). *Industrial Relations in India*. Bombay: Asia Publishing House.

2. Davis, Keith (1984). *Human Behaviour at work*. New Delhi: Mcgraw Hill.

3. Gisbert, F. (1972). *Fundamentals of Industrial Sociology*. Bombay: Tata McGraw Hill.

4. Hyman, R. (1975). *Industrial Relations: A Marxist Introduction*, London: MacMillan.

5. Seth N.R. (1982). *Social Framework of an Indian factory*. Delhi: Hindustan Publishing Co.

6. Giri, V. V. (1973). *Labour Problems in Indian Industry*. Bombay: Asia Publishing House.

7. Gisbert, P. (1972). *Fundamental of Industrial Sociology*. New Delhi: Tata Mc Graw-Hill Publishing Co.

Name of the paper (code) : SOCIOLOGY OF ORGANISATIONS (SOC 8.1)
Number of credit : 04
Number of Hours of Lecture : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Sociology of Organisation**:

CO 1:	To make the student aware of the concept of organisation and differentiate between formal and informal organisations and also learn about the different types of formal organisations.
CO 2:	To aid the student in having a better understanding of the different theories of organisations and how organisations can be viewed from different perspectives.
CO 3:	To familiarise the students with the structure of formal organisations and also the decision making and control mechanisms within formal organisations.
CO 4:	To help understand work and its form within organisations, the role of Human Resource Management within organisations and finally the role of workers in management.
CO 5:	To help the student understand how organisations are founded, its relation with the state and community and its role in ushering social change.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Introduction	Meaning and definition, concept formal and informal organisation and types of formal organisation.	**CSO 1.1:** to define the term organisation. (K) **CSO 1.2:** to discuss the concept of organisation. (U) **CSO 1.3:** to examine the significance of organisation. (A) **CSO 1.4:** to define the term formal organisation. (K) **CSO 1.5:** to define the term informal organisation. (U) **CSO 1.6:** to differentiate between formal and informal organisation. (A) **CSO 1.7:** to discuss the similarities between formal and informal organisation. (U) **CSO 1.8:** to explore the types of formal organisation. (A) **CSO 1.9:** to identify the types of informal organisation. (A)	12	20	
UNIT 2 Theories of Organisation	Max Weber (Bureaucracy), Elton Mayo (Human Relations), Micheal T. Hannan and John Freeman (Organisational Ecology).	**CSO 2.1:** to define the term bureaucracy. (K) **CSO 2.2:** to discuss Max Weber's concept of bureaucracy. (U) **CSO 2.3:** to examine bureaucracy in the context of organisation. (A) **CSO 2.4:** to discuss human relations approach to organisation. (U) **CSO 2.5:** to discuss human relations theory of organisation. (U) **CSO 2.6:** to explore the importance of human relations theory of organisation.	12	20	

		(A)			
		CSO 2.7: to discuss the organisational ecology theory. (U) **CSO 2.8:** to construct the organisational ecology theory with bureaucracy and human relations theory. (A) **CSO 2.9:** to examine the significance of organisational ecology theory of organisation. (A)			
UNIT 3 Structure and Processes	Authority in formal organisations, Decision making in formal organisations and control mechanism in formal organisation	**CSO 3.1:** to discuss authority in formal organisation (U) **CSO 3.2:** to elaborate authority structure in formal organisation. (U) **CSO 3.3:** to demonstrate how authority is exercised in formal organisation (A) **CSO 3.4:** to describe the decision making process in formal organisation. (K) **CSO 3.5:** to explain the decision making mechanism within formal organisation. (U) **CSO 3.6:** to describe the control mechanism in formal organisation. (K)	12	20	
UNIT 4 Work and Organisations	Work: its definition and forms, Human Resource Management, Worker's participation in management.	**CSO 4.1:** to define the term work. (K) **CSO 4.2:** to identify the different forms of work. (A) **CSO 4.3:** to discuss the characteristics of work. (U) **CSO 4.4** to define the term human resource management. (U) **CSO 4.5:** to discuss the significance of human resource management in organisation. (U) **CSO 4.6:** to define the term worker's participation. (K) **CSO 4.7:** to discuss worker's participation in management. (U) **CSO 4.8:** to explore the role and significance of worker's participation in management. (A)	12	20	
UNIT 5 Society and Organisations	Founding of organisations, Relation with state and community, Organisations and social change.	**CSO 5.1:** to discuss the founding modern of organisation in India. (K) **CSO 5.2:** to elaborate on the rules and regulations that govern modern organisations in India. (U) **CSO 5.3:** to illustrate the different types of NGO's in India. (A) **CSO 5.4:** to describe the relation of organisation with state and community. (K) **CSO 5.5:** to discuss the role of organisation as pressure groups. (U) **CSO 5.6:** to examine the rise and formations of associations, societies, trusts, unions and clubs as registered organisations within a state. (A)	12	20	

		CSO 5.7: to describe the relation between organisation and social change (k) **CSO 5.8:** to explain the role of religious organisations in bringing about social change in North-East India. (U) **CSO 5.9:** to illustrate social changes brought about by student organisations in North-East India. (A)			

Reference Reading:

1. Bennis, Warren. 1966. *Changing Organisations*. Essays on the development and evolution of human organization, Bombay: Tata - McGraw - Hill.
2. Bhatia, S.K. and Nirmal Singh (2000) *Principle and Techniques of Personnel Management / Human Resource Management*.New Delhi: Deep & Deep Publications
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4. Chandan, Ashok & Shilpa Kabra (2000) *Human Resources Strategy: Architecture for charge* New Delhi: Response Books.
5. Chaturvedi, Abha and Anil (eds.). 1995. *The Sociology of Formal Organisations*. New
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7. Clegg, Steward and Dunkerely, David. 1980. *Organization, Class and Control*. London: Routledge & Kegan Paul.
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9. Katz, Daniel and Robert, L. Kahn, 1966. *The Social Psychology of Organizations*. New Delhi: Wiley Eastern Pvt. Ltd.
10. Litterer, J.A., *Organizations: Structure and behavior*, 1963, New York: John Wiley & Sons.
11. Mathur B.L. (2002) *Human Resource Management* New Delhi: Mohit Publications.
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15. Panda, B(ed). 2014. *Civil Society, Voluntary Sector and Social Transformation in India*. Guwahati: EBH Publishers.
16. Parsons, Talcott. 1969. *'Suggestions for a Sociological Approach to the Theory of Organisations'*, in Etzioni (ed): *A Sociological Reader on Complex Organisations* (32-46). New York: Holt, Rinehart and Winston, Inc.
17. Rubenstein, Albert H and Haberstroh, J. Chadwick (eds.). 1975. *Some Theories of Organisation*. Bombay: D. B. Taraporevala Sons and Co.
18. Ware, M.C. 1995*. 'Organisations: Formal and Informal'*, in F.N. Magil (ed), *International Encyclopedia of Sociology* (901-904) Vol. 2. London: Fitzroy Dearbon Publishers.
19. Worsely, Peter (Ed.). 1970. *Modern Sociology*. Great Britain: Penguin.

NAME OF THE PAPER (CODE)   : CONTEMPORARY DEVELOPMENT DISCOURSES (SOM 9)

Number of Credit   : 04
Number of Hours of Lecture   : 60

COURSE OBJECTIVES (COs)

The following are the Course Objectives (COs) for the paper **Contemporary Development Discourses:**

CO 1:	To make the students understand the various concepts of development and dimensions of development.
CO 2:	To aid the students the various theories dealing with development from a sociological point of view.
CO 3:	To assist the students in the understanding discourses on India's development.
CO 4:	To help the students understand the concept and agencies of Globalisation
CO 5:	To create an understanding among the students, the contemporary issues of development.

COURSE SPECIFIC OBJECTIVES (CSOs)

Unit & Title	Unit Contents	Course Specific Objective (CSOs)	Lecture Hours	Marks	LOs
UNIT 1 Understanding Development	Meaning, Scope and Importance of Development Concepts: Change, Evolution, Diffusion, Progress and Development Dimensions of Development: Economic Growth, Political Development and Social Development.	**CSO 1.1:** to define the term Development. (K) **CSO 1.2:** to explain the Scope of development. (U) **CSO 1.3:** to understand the Importance of development. (U) **CSO 1.4:** to define the term Evolution. (K) **CSO 1.5:** to understand the Evolution of development. (U) **CSO 1.6:** to define the term Progress. (K) **CSO 1.7:** to analyse the Progress of development. (A) **CSO 1.8:** to analyse Economic Growth. (A) **CSO 1.9:** to analyse Political Development. (A) **CSO 1.10:** to analyse Social Development. (A)	12	20	
UNIT 2 Theories of Development	Modernisation and its Critique. Marxist and Neo-Marxist. Dependency and World System.	**CSO 2.1:** to define the term Modernisation. (K) **CSO 2.2:** to understand Modernisation and its Critique. (U) **CSO 2.3:** to analyse the Marxist theories of development. (A) **CSO 2.4:** to apply Marxist theories. (A) **CSO 2.5:** to explain the Neo-Marxist theories. (U) **CSO 2.6:** to define Dependency Theory. (K) **CSO 2.7** to explain Dependency Theory and its approaches. (U) **CSO 2.8:** to understand World System Theory. (U)	12	20	

UNIT 3 Discourses on India's Development	Historical Contours of Development in India. Planning, Policy and Development. Digital India.	**CSO 3.1:** to explain the Historical Contours of Development in India. (U) **CSO 3.2:** to define the term Planning. (K) **CSO 3.3:** to analyse Planning and its various Five Years Plans of development. (A) **CSO 3.4:** to define Policy. (K) **CSO 3.5:** to analyse various policies of development. (A) **CSO 3.6:** to define Digital India. (K) **CSO 3.7:** to explain Digital India and its Pillars. (U)	12	20	
UNIT 4 Globalisation and Development	Meaning and agencies of Globalisation. Impact of Globalisation on development. Globalisation and Outsourcing.	**CSO 4.1:** to define the term Globalisation. (K) **CSO 4.2:** to explain Globalisation and its agencies. (U) **CSO 4.3:** to analyse positive and negative impact of Globalisation on Development. (A) **CSO 4.4:** to define Outsourcing. (K) **CSO 4.5:** to understand the Globalisation and its outsourcing. (U)	12	20	
UNIT 5 Contemporary Critical Issues in Development	Participation in Development and Gender Development. Development Induced Displacement and Resettlement. Sustainable Development	**CSO 5.1:** to define Participatory Development. (K) **CSO 5.2:** to understand Critical Issues of Participation in Development. (U) **CSO 5.2:** to implement participatory tools and techniques in development planning. (A) **CSO 5.3:** to define Development Induced Displacement. (K) **CSO 5.4:** to explain Development Induced Displacement and Resettlement. (U) **CSO 5.5:** to define Sustainable Development. (K) **CSO 5.6:** to explain critical issues of Sustainable Development. (U) **CSO 5.6:** to apply principles of Sustainable development to real world scenarios. (A) **CSO 5.6:** to develop Sustainable plan. (A)	12	20	

Reference Readings:

1. Amin, S. (1979). *Unequal Development*. New Delhi: OUP.

2. Appadurai, A. (1997). *Modernity at Large: Cultural Dimensions of Globalization*. New Delhi: OUP.

3. Alvin, Y. S. (1990). *Social Change and Development*. Beverly Hills: Sage.

4. Andrew, W. (1984). *Introduction to the Sociology of Development*. Houndsmil. London: MacMillan Press Ltd.

5. Barnett, T. (1988). *Sociology of Development*. London: Hutchinson.

6. Bardhan P. (1984). *The Political Economy of Development in India*. Delhi: Oxford University Press.

7. David, H. (1988). *The Sociology of Modernisation and Development*.

8. Dereze, J, & Amartya, S. (1996). India: Economic Development and Social Opportunity. New Delhi: OUP.

9. Dereze, J, & Amartya, S. (1996). *Indian Development – Selected Regional Perspectives*. New Delhi: OUP.

10. Gore, M. S. (2003). *Social Development*. Rawat Publications: Jaipur.

11. Harrison, D. (1989). *The Sociology of Modernization and Development*. New Delhi: Sage Publication.

12. Kothari, U. (1995). *A Radical History of Development Studies*. Zed Books: New York.

13. Preston, P. W. (1982). *Theories of Development*. London: Routledge.

14. Sharma, S. L. (1986). *Development: socio-cultural dimension*. Jaipur Rawat Publication.

15. Pandey, R. (1985). *Sociology of Development*. New Delhi: Mittal Publications.

16. Pandey, R. (1986). *Sociology of Underdevelopment*. New Delhi: Mittal Publications.

17. Rostow, W.W. (1960). *The Stages of Economic Growth*. London: University Press

18. Singh, C. & Robert, A. D. (1996). *The Underdevelopment of Development*. New Delhi: Sage.

19. Smelser, N. J. (1988). *The Sociology of Economic Life*. New Delhi: Prentice Hall.

20. Webster, A. (1984). *Introduction to the Sociology of Development* London: Macmillan.

21. Zimmerman, C. C. and Richard, E. D. (1976). *Sociology of Underdevelopment*. Jaipur: Rawat Publications.

DISSERTATION

(SEMESTER VII-VIII)

Total Credit: 12 Credits

Total Marks: 300 Mark

COURSE OBJECTIVE (CO)

CO: The course is meant to introduce students to sociological field research, which is essential in pursuing the discipline. This course will also help the students to juxtapose theory and the real-world situation in sociology and will further enhance the student's capability while entering into different professions.

COURSE SPECIFIC OBJECTIVES (CSOs)

CSO 1: The student's engagement in dissertation writing will help them to develop a clear sense of direction regarding research culture and research works.

CSO 2: They will also learn to engage critically in their area/s of interest, enriching their knowledge.

CSO 3: The students will be able to critically analyse the juxtaposition between theory and the real-world situation.

CSO 4: Such academic exercise will enable the students to conduct original research and contribute new knowledge in their area of interest.

Course Guidelines:

A dissertation on a topic from within the discipline of Sociology is offered as a compulsory course in the VII and the VIII Semesters.

1. The students have to write the dissertation under the guidance of a faculty member. The department will officially notify the faculty members for supervision.
2. The dissertation topic should be selected after consultation with the student's supervisor.
3. The students have to present their research proposal in a seminar in the presence of department faculty members. Students can proceed with the dissertation only after the department approves the proposal in consultation with the Research Director.
4. Research Proposal writing, synopsis presentation, and official approval, as mentioned, should be done within the first two months of the VII Semester. Library consultation/review of the literature and preparing of Interview Schedule/Questionnaires concerning the topic selected should be completed by the VII Semester.
5. During the VIII semester, the students must conduct the fieldwork, write, and submit the dissertation.
6. In both VII & VIII semesters, students must present their progress report as and when the department notifies them.
7. After submitting the dissertation, a viva-voce examination will be conducted by an examination panel comprising of external expert/s and faculty members of the department.